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ABSTRACT

The 1986 report of the New Mexico Commission on Higher Education first outlines responsibilities of the Commission and developments concerning the Board of Educational Finance and then considers the climate for higher education reform in New Mexico, including economic changes, career changes that require retraining and skill upgrading, and changing student demographics. The Commission is working to improve needs assessment for postsecondary education and data collection to promote planning, and has formed planning and advisory councils. Current academic issues include new graduate programs, an academic preparation for college project, and program reviews. Information is provided on student financial aid, including need-based funding of grants, loans, and work study programs; the Physician Student Loan Program; a Competitive Scholarship Program, tuition reciprocity agreements; waivers for Navajo Reservation residents; and Vietnam Veterans' Scholarship Program. Also covered are the issue of formula funding and developments and budgets for special schools and research and public service projects. Data on enrollments, degrees, faculty characteristics, and revenues and expenditures are appended. (SW)

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ANNUAL REPORT ON HIGHER EDUCATION IN NEW MEXICO

1986

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ANNUAL REPORT ON HIGHER EDUCATION IN NEW MEXICO

1986

NEW MEXICO
COMMISSION ON HIGHER EDUCATION

Dewayne Matthews, Executive Director

Letter from the Chairman

TO: THE HONORABLE GARREY CARRUTHERS
GOVERNOR OF THE STATE OF NEW MEXICO
THE HONORABLE MEMBERS OF
THE NEW MEXICO LEGISLATURE

With New Mexico preparing to celebrate its seventy-fifth anniversary of statehood, and with several of our institutions approaching their centennials, the thirty-fifth anniversary of the New Mexico Commission on Higher Education has passed practically without notice. However, the anniversary is an important one and deserves recognition. The New Mexico Board of Educational Finance was established in 1951 and is the second oldest state board of higher education in the United States. Its statutory charge was then, and remains today, to recommend an adequate and equitable funding level for each of New Mexico's institutions of higher education.

While many more functions have been added to the Commission's charge over the years, its basic mission remains the same as thirty-five years ago. Our state is now blessed with a fine system of higher education institutions which have served literally millions of people and which are of untold benefit to the state.

Our future in higher education is just as bright because higher education is even more important to the state today as it has been in the past. This annual report shows a little of where we are, and indicates where we may be going in the future. Higher education in New Mexico is exciting, and it is a privilege to be a part of it.

Respectfully submitted,

Robert L. Lydick

Robert Lydick, Chairman
Commission on Higher Education

January 1987

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Patricia Sisneros
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Elizabeth Bowles
Financial Specialist

Mailing Address:

1068 Cerrillos Road
Santa Fe, NM 87501-4295

Phone: (505) 827-8300

The Commission on Higher Education

The New Mexico Commission on Higher Education is a statutory 13-member board appointed by the Governor. Eleven members are appointed from state school board districts, and one is a member-at-large. Two student representatives, one a voting member, also sit on the Commission. The term of office for members is six years. Student representatives, however, are members for only one-year terms.

The New Mexico Legislature created the Board of Educational Finance in 1951 to recommend adequate and equitable funding levels for the state's higher education institutions. Since that time the Board's responsibilities have increased to include not only analysis of fiscal needs, but also statewide planning and coordination of postsecondary education. In recognition of this expansion of responsibilities, the 1986 New Mexico Legislature changed the name of the Board of Educational Finance to the Commission on Higher Education.

The Commission:

* Develops and recommends formulas for use in determining legislative appropriations and equitable financing of institutions of higher education.
* Maintains a database and a uniform system of data collection to aid in higher education planning.
* Approves college and university operating budgets.
* Approves budgets for the New Mexico School for the Deaf and the New Mexico School for the Visually Handicapped.
* Approves new graduate programs.
* Approves major construction, building rehabilitation, and other capital outlay projects.
* Allocates proceeds from state bonds.
* Authorizes the creation of community colleges or two-year branches.
* Approves the assessment of required student fees.
* Licenses proprietary schools and colleges.
* Negotiates tuition reciprocity agreements in postsecondary education with other states.
* Approves off-campus graduate centers.
* Interprets tuition and fee statutes and determines eligibility for student tuition assessment.

* Approves planning and funding for UNM Medical Center.

* Administers financial aid programs including: Osteopathic Student Loan Program, Medical Student Loan Program, College Work-Study Program, State Student Incentive Grant Program, Student Choice Act.

* Conducts studies pertaining to faculty salaries, unmet student financial aid needs.

* Approves course offerings in New Mexico by out-of-state institutions.

* Administers federal programs relating to institutions of higher education.

* Administers special projects for institutions of higher education funded by the state legislature.

* Convenes the Academic Council on Higher Education (four-year institutions) and the Instructional Council on Higher Education (two-year institutions) as forums for chief academic officers to discuss educational issues.

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The Formation of the BEF:

A Pioneering Effort

The legislature's first attempt to introduce rationality into the funding of higher education began, according to former Representative Morgan Nelson, in a "think tank" session among three legislators, a state finance official and a lobbyist for higher education.(1) Nelson, in a brief perspective on the Board of Educational Finance (BEF) written in 1973, says that deliberations on funding for the state's seven higher education institutions were carried on in a chaotic atmosphere marked by emotional lobbying, occasional threats and an almost universal ignorance of the true financial needs of the institutions. Nelson served for a number of years on the BEF and was, in 1959, a member of the Legislative Finance Committee (LFC). It is significant that the institutional presidents at that time also expressed support for establishment of a central budget authority.

BEF "to deal with problems of finance"

In any event, these discussions led to introduction of House Bill 248 of the 20th Legislature in 1951. The bill, backed by 13 prestigious House members, established the BEF "to deal with the problems of finance of those educational institutions designated in Sections 11 and 12 of Article XII" of the state constitution.(2) Nine board members were to be named by the governor, one from each of the judicial districts existing at that time. The board was authorized to employ an executive secretary "whose salary shall be commensurate with those of the presidents of the state-supported colleges."

Then-Governor Edwin L. Mechem appointed the first board members on July 3, 1951. Among the appointees was Representative Lilburn Homan, a prime sponsor of the bill which created the board. Legislators, including Representative Nelson, were regular appointees on the board until 1959 when then-Attorney General Hilton Dickson, Jr. ruled they were ineligible to serve. This development will be discussed at length later in the report because of the enormous impact it had on the BEF's influence.

Russell named first executive secretary

The first board chose Dr. John Dale Russell, a former assistant U.S. Commissioner of Education, as its first executive secretary. Russell, whose credentials in higher education finance and management were among the most impressive in the nation, was paid

an annual salary of $17,000, some $2,000 higher than the governor's salary and higher than that paid any institution president. His contract also provided that he be allowed to take on outside consulting work subject to board approval. Apparently, Russell was in great demand as he did such consulting while on leave of absence from the BEF for the states of Florida, Ohio, California and Illinois, but turned down offers from several other states. Russell is constantly referred to as the board's "chancellor and executive secretary" in news accounts from that period, a clear indication of the prestige and authority carried by him as the board's director.

Controversy was not long in coming. Russell and the board raised many issues which still are subjects of dispute: duplication of programs; definition of an out-of-state student; athletic scholarships; and the need for the existence of seven degree-granting institutions. At that time, the BEF was financed by assessments made against each institution, so criticism of the status quo carried some degree of risk.

In its first year, Russell and the board worked hard to gather data that would be the foundation of budget decisions. Much of the information sought--athletic expenditures for example--was buried in other cost categories. Russell devised budget forms to extract that and other information, often with the reluctant help of the institutions.

At this time, New Mexico had no Legislative Finance Committee or Department of Finance and Administration. The state comptroller was the governor's budget man and the Board of Finance approved expenditures of state agency budgets. The BEF stood alone as a formal budget review agency. The legislature, meeting in biennial sessions at that time, had to appropriate funds for two successive years, balancing revenue estimates and agency requests. It is apparent that the groundwork laid by the BEF was considered valuable to that process. In an Albuquerque Journal article dated December 4, 1972, then-state comptroller Ed Hartman is quoted as suggesting that the legislature appropriate a lump sum for support of the colleges with the BEF responsible for distribution of the funds.(3) Less than two weeks later, however, Hartman rejected the BEF's budget recommendations as exceeding the revenue projections and told the BEF to pare a million dollars off the total $6.6 million request!

BEF weathers first challenge

Despite the apparent success of the board in untangling the nightmare of institutional funding, there were detractors. Less than two years after the board's inception, the "Little Hoover Commission" recommended that it be reduced to the status of a subdivision of the proposed Department of Finance and Administration. Senator Reginaldo Espinoza, a Republican from Santa Fe County, was more outspoken. "I think it should be discontinued,"

he said.(4) Even Representative Lilburn Homan, chairman of the BEF, was doubtful of its effectiveness saying, "It is quite evident that our recommendations have not been considered equitable, as the heads of the institutions are holding outside meetings and are talking to legislators direct, which isn't particularly complimentary to the board."

On the heels of those problems, the Association of College Presidents of New Mexico passed a resolution declaring that the BEF "and the plan which it stands for represent the best instrument and procedure the state has been able to devise, and the plan and personnel involved should have our undivided cooperation and support."(5) It should be pointed out that the BEF recommendations for the institutions had been ordered trimmed by Hartman, so this declaration of support could have had a certain self-serving genesis.

At any rate, the BEF weathered its first serious challenge intact. Press reaction, via editorials, was rather negative. The Portales Daily News in an editorial dated February 2, 1953, commented on the lump sum appropriation that Hartman had recommended, and said of the BEF's role in distributing those funds, "The problem of supporting the state's institutions of higher learning is acute, and there is no easy answer. The institutions have become so accustomed to lobbying on their own, in a cut-throat, every-man-for-himself fight for the state's funds, that it will be difficult to get them to follow any different rules."(6) Representative Joe Warner, then-chairman of the House Appropriations Committee complained in the Albuquerque Journal of lobbying efforts by the colleges. "I don't believe that it is proper and right for people drawing the taxpayer's money to be lobbying when they should be working," he said.(7)

Athletics and program duplication attacked

The BEF and Russell continued to attack problem areas like student-faculty ratios and duplication of degree programs. The controversy over state funding of intercollegiate athletic programs which began shortly after the board's inception now blossomed into a public cause celebre, with public officials and newspaper editors vying for space in print. The issue ultimately led to a public falling-out between Mechem and Russell and it is believed to be the first public manifestation of a rift between Mechem and the legislature over the BEF's role.

In an article in the Santa Fe New Mexican dated April 30, 1957, Russell noted that the state spent $376,000 to support intercollegiate athletics. He added, "The great value of intercollegiate athletics is public entertainment. That is what they are maintained for, for no other reason ... the intercollegiate program is maintained wholly for a group of spectators in about six communities in New Mexico who like to watch the sports."(8)

Mechem, three days later, attacked Russell's statements saying, "... it would have been a lot better for him to express his views at budget-forming time than to be talking now."(9) There followed a number of articles with headlines like "Chancellor Clarifies His Stand," and "Dr. Russell Doesn't Feel He, Governor at Odds." However, the tone of those stories is unmistakable--a rift had begun.

Other accounts of the period describe Mechem's actions as an attempt to reduce the BEF's influence with the legislature. A large part of that influence came from the fact that legislators were regularly appointed as board members.

Other developments that occurred in the same time-frame may have contributed to the growing controversy. In January 1957, the Public Finance Study Committee presented its final report to the legislature. Among other recommendations, it lauded the BEF saying, "... They have avoided becoming the official lobbying agency for the educational institutions and they have avoided being restricted to the duty of simply processing budgets for review by the Board of Finance or the comptroller."(10) This statement, placed in the context of the conflicts between the BEF and Mechem's comptroller, can be taken as an expression of the committee's attitude that the BEF should be independent of undue executive influence.

Governor requests Board resignations

In August 1957, Mechem requested the resignations of three legislators on the board--Senators Gordon Melody and W. C. Wheatley and Representative Morgan Nelson, who was then the board's chairman. The governor added that he thought it was "bad policy" for legislators to serve on state boards. Melody and Wheatley resisted Mechem's move but were replaced nonetheless. Nelson resigned as requested but did express his displeasure in print. Columnist Will Harrison put the conflict in a different light.

> Mechem is reportedly burned about the action of the board and the director on matters relating to A&M. He perhaps also has heard some of the ridiculing stories repeated around the capitol which apparently originated in the board about A&M and its president, Dr. Roger Corbett. They mostly concerned alleged efforts to conceal assets, and allegedly false material submitted to justify a broader field of operation. (The usual college prexy procedure).(11)

The 1957 legislative session that preceded these events was a tumultuous one. New Mexico A&M had been at bitter odds with both the BEF and the private New Mexico Taxpayers Association over its community college program. The NMTA accused the college of "placing the Legislature in the position of providing money for

supporting a program in which the Legislature was denied its prerogative of initiating, and in fact, in the past has refused to initiate."(12) A&M officials had attacked Russell's formula for college finance during that same session and bitter debates ensued.

The Mechem-appointed board never fired Russell, but Mechem and his finance director, Ed Hartman, required Russell to submit an account of his time spent visiting New Mexico colleges.

The request was obviously aimed at showing Russell did not spend full time at his BEF job because of the out-of-state consulting work.

Russell resigned in February 1958, despite almost unanimous support from the board to continue his contract. Board member Oscar Allen, in a news article in the Albuquerque Journal, said he did not feel Russell had been subjected to outside pressure, but "Allen added, apparently referring to the blast from A&M--that there was one criticism which Dr. Russell took to heart, and 'I think it's a crock of malarkey.'"(13)

Dr. Don Moyer, Russell's assistant, succeeded him, resigning in June 1960 to become president at Eastern New Mexico University. During his brief tenure, the BEF faced many familiar problems--athletic budgets, formula funding, expansion requests from the colleges and capital construction on campuses. College officials continued, on occasion, to complain about various board recommendations. The 1959 session proved a difficult one for Moyer and the board. Over 20 funding proposals were drafted before the legislature accepted one.

Legislators were back on the board during Governor John Burrough's term, including Senator Gordon Melody, one of the three Mechem had asked to resign. At the time (May 1959), Melody was also chairman of the LFC. The BEF approved the hiring of an assistant for Dr. Moyer. He was Dr. William R. McConnell.

AG rules legislators ineligible to serve on BEF

In July 1959, then-Attorney General Hilton Dickson, Jr. rendered an opinion that it was unconstitutional for legislators to serve on the state Board of Finance. His response was to a request from Representative Stanley J. Brashear. The ruling was eventually expanded to cover legislators serving on every executive board or boards of regents. The opinion was widely disputed by legislators and others but it remained in effect. Senators Melody and W. C. Wheatley and Representative Lawrence Goodell, then members of the BEF, were ruled ineligible to serve. Melody and Goodell were also LFC members at this time.

This dramatic turn of events is felt by many observers to have greatly diminished the BEF's prestige. To that date, the

legislature, with few and minor exceptions, had adopted the board's fiscal recommendations without change. There was some talk of abolishing the BEF and re-establishing it as a legislative committee.(14) However, in the end, the board remained an executive agency.

Pressure for funding formula develops

Dr. McConnell succeeded Dr. Moyer in 1960 and continued the data collection and refinement begun in 1951. McConnell served the longest term of any executive secretary to date--some 15 years. For most of that period, McConnell enjoyed the confidence of the legislature and the institutions. However, his refusal to accept the results of a fiscal resources study of the institutions by the LFC and his reluctance to develop a differential funding formula, even after direct legislative pressure, lost him a large measure of legislative support and precipitated his departure.

The LFC had conducted the fiscal resources study to determine the unrestricted balances available to the institutions and identified some $18.1 million in that area. McConnell first disputed the figures but later testified that the University of New Mexico (UNM) had some $1,163,000 in unrestricted balances. The LFC report identified $9.5 million, a figure that UNM officials eventually agreed to.

Prior to 1974, the legislature had for years been proposing development of a differential funding formula and urged McConnell to proceed. During the summer of 1974, the interim Legislative University Study Committee put considerable pressure on McConnell and the BEF to start development and re-asserted that pressure in September 1974. McConnell then proposed a formula to the BEF at its October 1974 meeting, just one month later. His proposal met immediate criticism from the LFC and others because it did not take into account some factors fundamental to a differential formula, indeed, even excluding factors which the legislature had been stressing for years.

During the 1975 session, the legislature passed a law directing the chief of the Public School Finance Division to develop a formula. From this it is obvious that McConnell's efforts were less than satisfactory to the lawmakers and that they felt compelled to bypass the recognized agency to get some results.

Dr. Robert Huff succeeded McConnell in October 1975. He is the first executive secretary since Russell who was not promoted from within the organization.

The formation of the BEF by New Mexico was a pioneering effort in the nation. Most states now have agencies of this sort and they are typically independent of the executive budget authority. Those states which do not have a "coordinating council" or other similar vehicle to the BEF have generally gone the route of a

single board of regents to attempt to solve their problems.

Over the years, the New Mexico Legislature has modified the original statute and has added several responsibilities to the board. The composition of the board has been revised, and the provision that the executive secretary be paid commensurate with the institution presidents was stricken in the 1977 session. He is now to be paid in accordance with the executive exempt salary plan.

SUMMARY

It is a bit risky to attempt to describe the delicate balance the executive secretary must maintain between advocacy for higher education and fiscal responsibility to the state. To not do so, however, would be to ignore a fundamental and critical element in the process.

Institutions of higher learning are anomalies in the structure of state government. Constitutionally designated and typically among those sorts of institutions which are considered fundamental obligations of a state to its citizenry, the colleges occupy a special niche in our society. Those who administer such institutions are acutely aware of that special role and the prestige and political importance attendant thereto. College presidents who do not exert their utmost to obtain the largest possible appropriation normally do not long remain college presidents. In the natural process of things, this formidable group of people brings its collective and individual weight to bear on the executive secretary and the board.

The lawmakers who created the BEF in 1951 did so in the belief that it would be a buffer between ambitious institutions and the legislature and that it would reduce the "cut-throat" tactics and confusion that had reigned previously. They also reasoned that control of the purse strings is the sole, and probably most effective, lever a legislature can use in dealing with the colleges.

The original BEF members were so convinced of the executive secretary's importance that they made an intensive search for the most qualified individual available. Dr. Russell, it must be remembered, was given a salary higher than ANY other state official at that time, including any institution president. There is no clearer evidence that he was to operate on a par with the institution presidents.

Over the years since 1951, the legislature has looked to the board and the executive secretary for guidance. Although the BEF's influence has waned at times, particularly after the attorney general's opinion in 1959, there is little doubt that the board has been an influential factor in higher education funding.

There is also little doubt that the institutional presidents have used their collective influence on occasion to either support or diminish the board and director's role. Witness the resolution made by the president's association in 1953 that played a larger part in staving off the recommendations of the Little Hoover Commission. On other occasions, however, the presidents have obviously not been reluctant to criticize the board and to attempt to circumvent its recommendations. Fortunately for the BEF, the presidents have never been united in an attack on the BEF at one time.

The executive secretary, it can be safely stated, will never be a popular figure with the presidents. If he were, his job performance would be suspect.

Further, even when the criticism was at its most vociferous and the BEF's influence at its lowest ebb, the legislature has never evidenced a desire to return to the chaotic approach it suffered under for so many years prior to 1951.

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---Maralyn Budke, who wrote this article in 1977, retired in 1982 as director of the Legislative Finance Committee. She had worked in state government since 1957.

The Climate for Higher Education Reform in New Mexico

Higher Education reform is an issue in almost every state, not just in New Mexico. As in New Mexico, the focus of policymakers in viewing education has shifted from the public schools to the higher education system. However, the atmosphere in which higher education is being studied is vastly different from that of the public school reform movement which has preoccupied the states for about the past four years.

The climate for public school reform grew from an almost universally held belief that the public schools were failing to educate children to the levels of past years. The feeling was that the schools used to work, but no longer do. The goal was to return the schools to the quality of the past.

The "problem" of higher education is different. Few believe that returning higher education to past levels of performance is necessary or desirable. The problem of higher education is not found in a perceived deterioration of the higher education institutions, but is instead that the rate of change in the economy and society have outstripped the ability of the institutions to keep pace.

Economic changes challenge state's higher education institutions

The first challenge faced by the higher education system is found in the economy. Many books and articles have been written which detail the changes which have occurred and are occurring in the global economy. New Mexico itself is facing unprecedented challenges as the state sees its traditional role in supplying raw materials and natural resources such as potash, molybdenum, copper, uranium, and of course, petroleum eroded as foreign nations take over that function. The specific situation varies in each industry, but almost all share a now-familiar scenario of high production costs, unsteady markets, flat or declining prices, and foreign competition. All is not bleak in New Mexico's economy, however. Just as these traditional industries, along with agriculture, have declined in importance in the state's economy, the various industries loosely grouped under the heading of "high technology" have prospered. These industries include semiconductor manufacturing, avionics design and manufacture, computer hardware and software, and extensive defense-related research and development. The high-tech sector also includes non-traditional "high-value" agriculture, textiles, and many activities in the service sector. What all these companies and organizations have in common is that they depend upon the use of information to be successful. This is what the

economic changes are all about. The nation's ability to compete in the world arena will depend upon its ability to remain the world leader in innovation and creativity.

The responsibility for maintaining the creative flow of ideas which will lead to the industries and economy of tomorrow fall on the universities. Just as important is the development of people who are capable of not just functioning but thriving in this information-intensive world. This responsibility is also clearly that of the higher education system. The consequences of failure in either task are obvious.

Career changes to require retraining and skill upgrading

The second great challenge facing our states higher education system is in the changing nature of the society, as reflected in the students served by the institutions. The students coming into the higher education institutions are changing drastically in two important respects. First, higher education is no longer a once-in-a-lifetime activity for young adults between the ages of 18 and 22. The nature of the changes occurring in the economy has already made it essential for almost all individuals who wish to participate in the society in any meaningful way to seek retraining and reeducation on several occasions, and sometimes frequently throughout their lives. The average American now changes careers several times during a lifetime, and more and more those career or job changes are accompanied by the need for education such as retraining or skill upgrading. Advanced degrees are in ever-increasing demand by industry, as is technical education at the baccalaureate level. Of equal or greater challenge to this increasing frequency of education is the change that is occurring in the nature of the student body itself. The students coming to college today, and the students that we can expect in the future, are very different from the ones we have grown accustomed to.

Changing student demographics to impact educational planning

New Mexico is experiencing two profound shifts in population which will have dramatic impact on its higher education system in years to come. The two changes are the rapid growth in the minority population of the state, and the second is the general aging of the population. The two shifts reflect national trends.

New Mexico is experiencing a dramatic shift in its younger population towards increased numbers of minority young people. New Mexico is now approximately 53 percent Anglo, 35 percent Hispanic, and 8 percent Native American in its overall population. However, if one looks at only those New Mexicans aged 19 and younger, a majority are members of minority groups. The shift is even more pronounced at younger ages. At age 14 and below, there are now more Hispanic New Mexicans than Anglos. At

the lowest age group tabulated by the U.S. Census Bureau, age 0 to 3, only about 40 percent of New Mexicans are Anglo, while 48 percent are Hispanic and 12 percent are Native American. The reason these numbers are significant for higher education is found in current participation and completion rates for higher education. About 63 percent of higher education enrollments in New Mexico today are Anglo, while Anglos receive about 66 percent of the degrees awarded, with increasing percentages of advanced degrees. Participation rates nationally by minorities in graduate and professional education are actually declining. All this means is that we can expect to see fewer and fewer college-educated New Mexicans in the future if participation rates for minorities do not go up. When one considers the changes occurring in the economy, with the ever-increasing need for education, the effects of a decline in the level of educational achievement of New Mexico's young is readily apparent.

The general aging of the population is also having significant effects on the higher education system, particularly the aging of the baby boom. As this large body of people, now aged about 25 to 40, passes through the society it has dramatic effects. The higher education system is not immune. New Mexico can expect this group to continue to demand educational services, even as it approaches retirement age in the next decade.

New Mexico to face financial challenges in higher education

What are the implications of these changes in the society for the higher education system of New Mexico? The general effects are actually not all that difficult to predict.

First, the state will more and more look to its universities for the innovative ideas which will stimulate future economic growth. Since this means more and better research, and since that means more laboratory equipment, library resources, and well-paid faculty, the state will continue to face financial challenges in meeting this need. Since New Mexico is a relatively poor state with a relatively costly higher education system, that means that New Mexico will face increasing challenges to review current higher education practices to insure that the state gets the maximum return for each higher education dollar.

Academic preparation for college to receive greater emphasis

Second, New Mexico will recognize the importance of continuing a steady supply of well-educated college graduates for the future. Since many of these young people will come from groups which have not traditionally been well represented in higher education, a greater effort will be placed on recruiting and retaining these young people. However, since the standards of achievement cannot be reduced, and in fact must increase, a much greater emphasis

will be placed on insuring that these people have the skills they need to be able to succeed in college. That means better public schools, with a far greater involvement by the higher education system in insuring that the public schools are as good as they need to be.

Innovative instructional delivery sytems to develop

Finally, because of the need for constant and continuing education throughout life, a greater emphasis will be placed on non-traditional ways to deliver courses, especially telecommunications. Adult learners seldom have the time or money to drop everything to return to college for education they may need. Besides, in the economy of today people are too valuable a resource to squander in that way. New Mexico will have to provide a wide range of education to the state's citizens in many flexible and innovative ways if it hopes to compete at all in the economy of tomorrow.

Conclusion

In the words of a famous football coach, "the future is now." The demographic trends which will result in an aging population with a predominately young minority are already evident. The changes in the world's economy are already throwing many thousands of New Mexicans out of work while creating vast opportunities for many thousands more. One thing is certain. Our state's higher education system will not just play a role in meeting these challenges. It will determine whether or not these challenges are met at all.

---Dewayne Matthews, Executive Director
Commission on Higher Education

Commission Looks for Ways to Assure Quality

There were 11 staff members at the Commission on Higher Education during 1986. Though this has been the staffing level since 1979, a great deal has been accomplished by shifting some responsibilities around and by setting some priorities. Productivity has been enhanced by automation, and further automation is needed to improve the database and support the planning functions of the Commission.

Increasingly the Commission has been called upon to be a data clearinghouse, providing not only information but also data analysis and deciding from the data what is in fact happening in the state system. The Commission is concerned that it is basing decisions about the future of the state's higher education system on accurate and appropriate data. The Commission continues to request the assistance of the institutions in the development and improvement of this database and a variety of educational planning activities as outlined below.

Needs assessment and data collection improved

As part of the preliminary needs assessment of postsecondary education, the Commission has developed a comprehensive master listing of educational programs provided in the state. These programs are categorized according to level, including certificates of two years or less and associate, baccalaureate, master's, doctoral and other professional degrees.

In addition to its primary use as the database for formula funding calculations, the CHE database is being revised to serve the statewide planning effort. For example, data elements have been redefined to provide specific information which can be utilized in longitudinal studies to determine program retention and success rates. Additionally, data has been evaluated to provide for comparability across institutions. This effort has included the development of common definitions and classifications of instructional programs.

At the beginning of 1987 the Commission will issue a report on faculty staffing by institution by gender and ethnicity which will serve as a foundation for institutions to assess their staffing patterns and begin the establishment of affirmative action strategies. In student affairs, the Commission will report student attendance, retention and completions by gender and ethnicity.

The Commission has worked closely with members of the New Mexico Association of Community, Junior, and Technical Colleges in

completing work of importance to two-year postsecondary instituitons. A faculty salary survey was conducted which will be used in faculty salary analysis by the Commission. Community college personnel have assisted the Commission in evaluating the funding formula and providing input for its revision.

There has been increased collaboration between the Commission and other state agencies, including a pilot project using TECHNET as a link between the Office of Education, the State Department of Education, the Commission on Higher Education, six school districts, four universities, and three two-year postsecondary institutions. This will allow the exchange of information among the agencies, but more importantly will facilitate communication between teachers at the local level and faculty at the postsecondary institutions. There has also been collaboration between the Commission and the Vocational Education Division of the Department of Education to develop a common database for vocational education at the postsecondary level.

CHE Planning Committee established

The chairman of the Commission on Higher Education has appointed a Planning Committee including four members of the Commission to provide leadership in policy development related to educational planning issues. The Commission Planning Committee has developed draft recommendations for amendments to statutes relating to the oversight of proprietary institutions and is currently reviewing graduate program approval policy, associate degree program approval policy for Albuquerque Technical-Vocational Institute, and Instructional Council recommendations for program review policy for two-year institutions.

Advisory councils reactivated

The Academic Council on Higher Education was created when Dr. Don Stuart, (Associate Executive Secretary, 1968-1979; Executive Secretary, 1979-1983), asked for assistance from the state's chief academic officers in responding to a memorial passed by the 1969 Legislature. The memorial identified issues relating to the costs of providing higher education opportunities to the citizens of New Mexico and the rapid increase of these costs---issues that remain concerns today. Though the Council has no statutory basis or any authority, it was created to assist the Commission and to make recommendations to the Commission.

Major activities of the Council since its creation have included developing studies in response to legislative requests; responding to proposals for new graduate programs; developing an information system; determining a weighting system that has been used to develop the cost study which was used as a basis for the funding formula; developing the Statewide Plan 1983-1987; developing articulation agreements; and reviewing proprietary

schools. When recommendations from the Academic Council could be supported by the entire group, they have carried considerable weight.

During 1986 the Academic Council, including the chief academic officers of the four-year institutions, was reactivated as a forum for the discussion of a variety of statewide academic issues. The Instructional Council, including membership from all two-year institutions, was also established. Meetings of the Academic Council were hosted by the Commission, NMSU, ENMU, NMHU, the College of Santa Fe, and NMIMT. Meetings of the Instructional Council were hosted by the Commission, NMSU-Alamogordo, NMJC, Luna Vocational-Technical Institute, SFCC, and UNM-Valencia.

Academic and Instructional Council meetings normally have three components: information items, discussion items, and action items. The first was extremely important in 1986, especially since many of the chief academic officers were relative newcomers. Though it is often difficult for these groups to reach consensus on many items, coming together to learn and to exchange views makes these meetings very important. Future meetings will be held quarterly with other meetings scheduled as needed.

Major activities of these groups during 1986 included orientation to the Commission---its history, current concerns, and future directions; on-going review of articulation matrices in mathematics, computer science, business, engineering, and agriculture; statewide academic library studies focused on automation needs and costs; and discussions related to formula funding, CHE data collection, program review, save-harmless, off-campus course funding, military education, remedial education, and admission standards.

Current academic issues

Before initiating the 1987 cycle of statewide program review, the Academic Council is up-dating criteria, procedures, and proposed timelines. At the same time, representatives to the Instructional Council will continue to share information on program review and institutional planning and evaluation as well as issues related to part-time faculty and student course placement assessment.

A joint meeting of the Academic Council and the Instructional Council is being planned for April 8-9, 1987, to address articulation issues including intrastate transferability of credits and degrees. Updated matrices in engineering and mathematics, a status report on statewide remedial education, and the final report of the Academic Preparation for College Project will be presented.

Commission approves new graduate programs

During 1986 the Commission on Higher Education approved three new master's level programs at NMSU. The criminal justice and applied geography graduate programs will begin in the fall of 1987, and the master of fine arts program will begin in the fall of 1988. Graduate program proposals were reviewed by the Council of Graduate Deans and the Academic Council. Five primary criteria used in establishing new graduate programs include (1) the relation of the proposed program to institutional mission and institutional priorities, (2) the quality of the program, (3) the benefits of the program, (4) costs of the program, and (5) state needs and priorities.

Institutions support Academic Preparation for College Project

With the support of both two-year and four-year institutions through these councils, the Commission and the State Department of Education have co-sponsored a project to define competencies and skills required for success in college level work. The project has brought together high school and college teachers in like disciplines from across the state for the purpose of action aimed at improving high school curriculum, reducing student underpreparedness for college, and improving the quality of student learning in both the primary and secondary schools and in postsecondary institutions.

The subject area committees of the project, including language arts, mathematics, science, social studies, and fine arts, have also suggested initiatives to be taken to implement the competencies and skills identified. These initiatives reflect significant implications of this project for program quality enhancement, program review, teacher training, articulation, admission standards, high school/community college partnerships, and remedial education. In addition to these educational assessments, a data acquisition and report committee has also met to determine what data is appropriate for reporting to New Mexico school districts regarding the performance of students attending New Mexico colleges and universities.

The plan for this project calls for the completion of a report to be submitted for review and approval by the Commission and the State Board of Education after statewide review and endorsement by various constitutencies in the educational community. Since it is recognized that academic preparation is not just for the college-bound, but that students who enter the work force directly from high school need many of the same academic competencies as do those going on to college, the final report of this project will also be widely distributed to the New Mexico business community for further review and comment.

Resources will need to be identified in higher education as well as in the public schools to implement worthwhile initiatives.

Quality enhancement funding on a competitive basis at the state level is one way to provide support for some of the recommended actions.

Program review studied

A follow-up study was conducted on institutional responses to Commission recommendations based on the 1983-1984 statewide program review. The review procedure was initiated by the Academic Council on behalf of the Commission and included a total of 63 programs. Programs reviewed were flagged based on criteria related to enrollment and number of degrees awarded. Actions taken by institutions regarding programs recommended for elimination or continued review only are shown in the chart below. It should be noted that institutions have strengthened programs recommended for continuation and have eliminated additional programs that were not included in this review. A current inventory of programs offered in the state are included in the appendix.

Institution	Programs Reviewed (Level)	Action Taken
NMSU	Crop Science (bacc.)	Deleted
NMSU	Music, Liberal Arts (bacc.)	Deleted
NMSU	Home Economics Communication (bacc.)	Deleted
NMSU	Pest Management (bacc.)	Merged with agricultural biology
NMSU	Spanish (master's)	Continued
NMIMT	History (bacc.)	Deleted
NMIMT	Social Science (bacc.)	Deleted
NMIMT	Mathematics (bacc.)	Deleted
NMIMT	Medical Technology (bacc.)	Merged with biology
WNMU	Secretarial Studies & Admin. (bacc.)	Deleted
WNMU	Public Administration (bacc.)	UIR*
WNMU	Economics (bacc.)	UIR
WNMU	Business Education (bacc.)	UIR
WNMU	Music Education (bacc.)	Deleted
WNMU	Home Economics (bacc.)	UIR
WNMU	English (master's)	UIR
WNMU	History & Social Science (master's)	UIR
NMHU	Business Education (master's)	Deleted
NMHU	Music (master's)	Deleted
NMHU	English (master's)	Deleted

*Under Institutional Review

Institution	Programs Reviewed (Level)	Action Taken
NMHU	American Studies (master's)	Refocused
NMHU	Art (master's)	Deleted
NMHU	Art (bacc.)	Continued
NMHU	Secretarial Science (bacc.)	Refocused
NMHU	Business Education (bacc.)	Deleted
NMHU	Music (bacc.)	Continued
ENMU	American Studies (bacc.)	Deleted
ENMU	Enviornmental Health (bacc.)	Continued
ENMU	Earth Science (bacc.)	Deleted
ENMU	Social Studies (bacc.)	Deleted
ENMU	Ethnic Studies (bacc.)	Deleted
ENMU	Music History (bacc.)	Deleted
ENMU	Educational Supervision (Ed.S)	Deleted
ENMU	History (master's)	Deleted
ENMU	Communication & Theater (master's)	Continued
ENMU	Music (master's)	UIR

Title II projects funded

In 1986 the Commission awarded funds under Title II of the Education for Economic Security Act on a competitive basis to four higher education projects designed to improve and expand public school instruction in mathematics, science, and computer learning in New Mexico.

Title of Project	Institution	Funds Awarded
Manipulatives for Teaching Concepts in Fractions, Decimals, and Problem Solving: Materials and Training for Fifth and Sixth Grade Teachers	NMSU-Department of Curriculum and Instruction	$34,026
Retraining Teachers to Specialize in the Teaching of Mathematics at the High School and Junior High School	ENMU-Department of Mathematical Sciences	$36,902
Engineering and Technology in the Secondary School	NMSU-College of Engineering	$44,996
Master of Science Teaching Program at New Mexico Tech	NMIMT-Department of Biology	$45,699

Priorities for the 1987 awards based on results of a statewide needs assessment are cooperative projects in either elementary school science or secondary school mathematics. Awards totaling $71,104 will be announced in early January, 1987.

Resources needed to implement proprietary school law

The Commission administers two acts relating to nonpublic schools and colleges. These acts are the Postsecondary Educational Institution Act and the Out-of-State Proprietary School Act. Both acts provide for licensure to improve the quality of postsecondary education, and to prevent misrepresentation, fraud and collusion in offering educational programs. Currently, approximately 105 schools are covered by these two acts. These include 72 in-state institutions and 33 out-of-state institutions.

In supporting changes in current statutes, the Commission continues to work toward improving its ability to fulfill its oversight responsibilities. In order to implement the law, the Commission needs at least one staff person who can give this important segment of postsecondary education the attention it deserves. Proposed changes in the statute would essentially reduce the number of institutions that do not pay annual registration fees. Current fees are the lowest in the nation with the agent fee at $5 and the institutional fees at $50 (out-of-state) and $100 (in-state). The Commission proposes increases in these fees to provide personnel and resources needed to enforce the law.

Commission staffs reform committees

Higher education surged in the public interest in New Mexico in 1986. Increasingly, efforts to improve the public schools were accompanied by a renewed concern for the quality of college and university programs. New Mexico policymakers began to scrutinize the effectiveness of colleges and universities and to raise probing questions on many issues including a new funding formula, admission standards, duplicative programs, off-campus programs, military education, nursing education, telecommunications, tuition policies, institutional missions, remedial education, graduate programs, and local support for two-year schools.

Commission staff provided technical assistance in developing agendas, reports, and proposed legislation to both the Governor's Task Force on Higher Education Reform and the Legislative Interim Committee on Higher Education Reform.

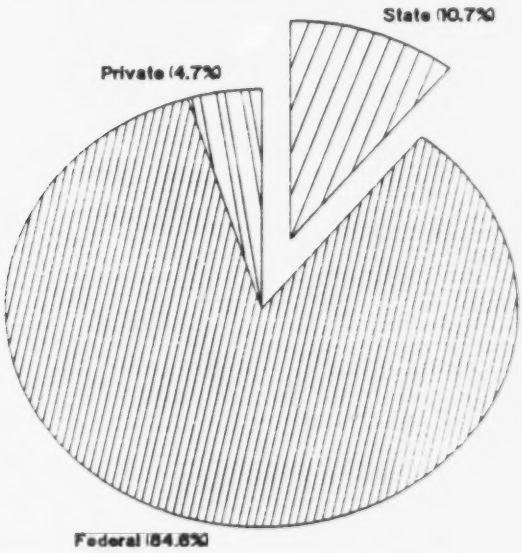
New Mexico SHEEOs participate in national discussions

The CHE's chief executive, finance, and academic officers participated in national meetings of the State Higher Education Executive Officers. Among topics of current national interest are outcomes assessment, roles and missions for higher education institutions; undergraduate education; minority student achievement; teacher education and school-college issues; the impact of changing student demographics on academic planning; university-industry relationships for economic development; and formula budgeting vs. competitive enhancement grants.

Assistance Increases Access

Student financial aid programs constitute an essential part of financing higher education and promoting access and choice in New Mexico. In a period of increasing attendance costs and intense competition for the allocation of governmental resources, the role of student aid programs is particularly critical. Federal, state and private aid programs contributed $75 million in financial aid to higher education institutions in New Mexico in 1985-86. Almost all of the financial aid was targeted at financially needy students and was designed to lower financial barriers to make educational opportunity a reality.

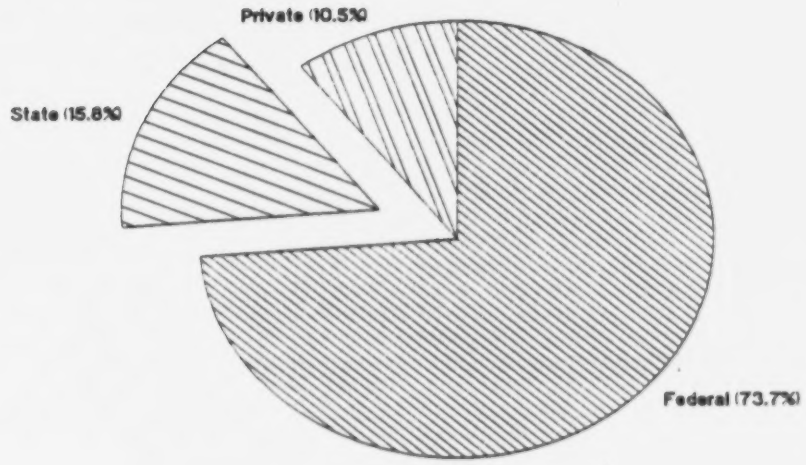
TOTAL FINANCIAL AID BY SOURCE, 1985-86



State funded student financial aid supports grant, work-study, and loan programs. The Commission on Higher Education provides for the equitable distribution of funds to the institutions rather than to the students. The Commission establishes regulations governing student eligibility for these financial aid programs under the statutes adopted by the legislature.

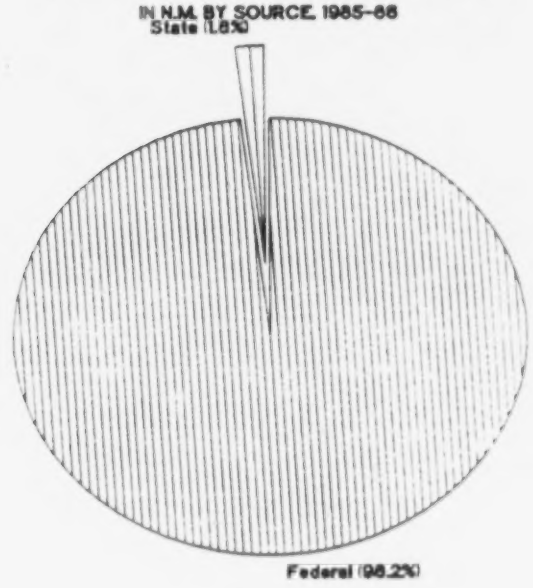
NEED BASED FUNDING OF GRANTS

BY SOURCE, 1985-86



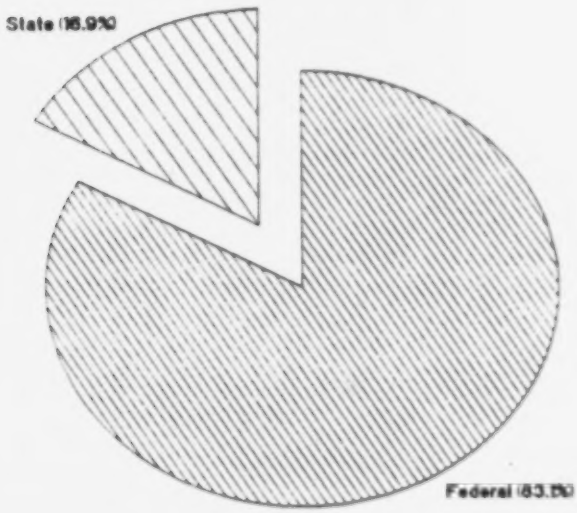
NEED BASED FUNDING OF LOANS

IN N.M. BY SOURCE, 1985-86



NEED BASED FUNDING OF WORKSTUDY

IN N.M. BY SOURCE, 1985-86



The Commission reviews the state's student financial aid programs using data collected from the institutions. Recommendations for changes in these programs may serve as a basis for legislative changes. The Commission also reviews and revises regulations periodically to improve the quality and administration of the programs as well as to reflect legislative changes.

Major CHE accomplishments in the state's student assistance program during 1986 include:

* The adoption of a distribution formula for New Mexico Student Incentive Grants, Work Study, and Student Choice programs reflecting the changing demographics of resident students with financial need. Only private, non-profit New Mexico institutions are eligible for funds provided under the Student Choice Act, a tuition equalization program.

	Appropriations		
	1984-85	1985-86	Increase
NM Student Incentive Grant	$389,600	$825,700	111.9%
NM Work Study	$1,134,000	$1,484,000	30.9%
Student Choice Act	$250,000	$250,000	0%

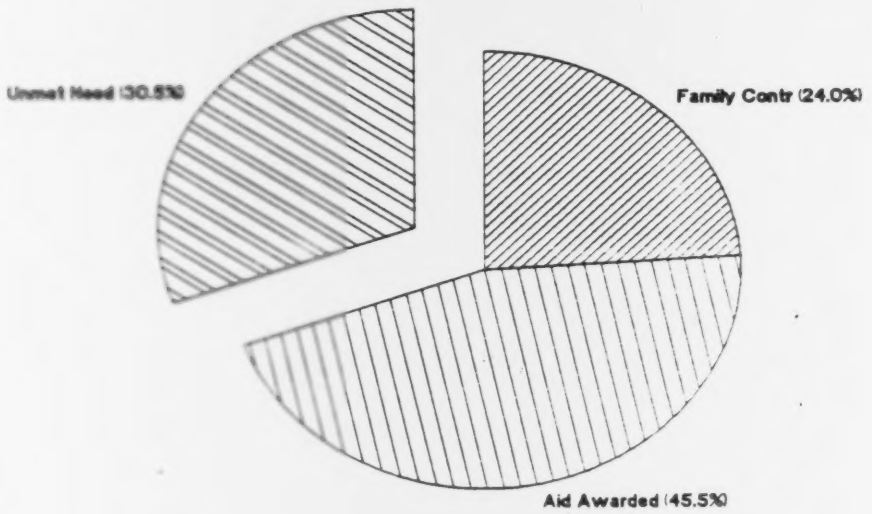
* The development of a new data file to provide demographic, financial, and award information on recipients of need-based financial aid.

* A study of the changing demographics in New Mexico showing a growing segment of youths not choosing to attend an institution of postsecondary education.

* A study of the gap between a student's resources and the cost of attending a postsecondary institution which showed the total unmet need in New Mexico to be $38 million.

COMPONENTS OF INDIVIDUAL AVERAGE COST

$6,828 IN N.M. FOR 1985-86



Physician Student Loan Program

The Physician Student Loan Program was established in 1977 to increase the number of medical doctors in rural areas of the state that have experienced shortages of medical practitioners by making educational loans to such students. The program requires as a condition of each loan that the student declare intent to practice medicine within one of the areas of the state designated by the New Mexico Physician Shortage Area Committee as a health professional shortage area.

Program Status as of June 30, 1986

Status	Number of Accounts	Current Principal Balance
In School	20	$ 306,588
In Residency	29	653,769
In Shortage Area	11	133,928
In Repayment	7	86,804
Paid in Full	6	0
In Collections	4	88,772
In Forbearance	2	6,471
Total	79	$1,276,332

Medical Student Loan Act

The Medical Student Loan Act, enacted in 1975, initially funded only potential physicians. The laws of 1982 provided an initial appropriation of $200,000 to expand the original program to include potential nurses enrolled in institutions with two-year and/or four-year programs effective in the fall of 1983. The expansion of the program was to increase the supply of qualified nurses in underserved areas. The program requires as a condition of each loan that the student declare intent to practice medicine after licensure within one of the areas of the state designated by the New Mexico Nursing Shortage Area Committee as a health professional shortage area.

Program Status as of June 30, 1986

Status	Number of Accounts	Current Principal Balance
In School	65	$163,524
In Shortage Area	18	45,208
In Repayment	45	133,917
Paid in Full	6	0
In Collections	15	34,495
In Forbearance	3	3,360
Total	79	$380,504

Osteopathic Medical Student Loan Program

The New Mexico Legislature created the New Mexico Osteopathic Medical Student Loan program during the 1978 session. Like the New Mexico Medical Student Loan Program, the osteopathic program is designed to encourage osteopaths to practice in medically underserved areas of the state by providing loans to them as

students to cover partial costs of their education. The students declare their intent to return after graduation for a period of residency and practice in a medical shortage area of the state.

Program Status as of June 30, 1986

Status	Number of Accounts	Current Principal Balance
In School	17	$156,859
In Residency	19	365,004
In Shortage Area	2	25,530
In Repayment	1	403
In Collections	1	32,000
In Forbearance	3	57,249
Total	79	$637,045

Competitive Scholarship Program

The Commission on Higher Education approved the New Mexico Competitive Scholarship Program in 1984 to attract out-of-state students who have demonstrated high academic achievement to New Mexico higher education institutions. Under the program out-of-state students who are awarded a competitive scholarship of at least $100 are considered residents for the purpose of assessing tuition and fees at New Mexico's colleges and universities. The number of competitive scholarships granted by small and large universities may not exceed 5 percent and 2.5 percent, respectively, of their previous year's FTE enrollment. Funds to support the competitive scholarships must be from non-state sources. The impacts of the program for 1985-86 were minimal. However, preliminary data for Fall 1986 indicate 249 participants for a semester impact of $273,352 of state support.

Tuition Reciprocity Agreements

The New Mexico Commission on Higher Education is empowered to waiver nonresident differential in tuition rates on a reciprocal basis with other states (Section 21-1-6 NMSA 1978). To allow New Mexicans the greatest possible access to postsecondary educational opportunities, tuition reciprocity agreements have been established with Colorado and Texas.

The Colorado agreement focuses on the underserved areas along the Colorado/New Mexico border, particularly the counties of Colfax, San Juan, Northern Rio Arriba, Taos, and Union. The agreement provides that any New Mexico resident who lives closer to a Colorado postsecondary educational institution than to an institution in New Mexico is allowed to attend the Colorado

school at in-state tuition rates. Four Colorado institutions are included in the agreement: Trinidad Junior College, for Colfax residents; Ft. Lewis College, for San Juan County residents; Adams State College, for Northern Rio Arriba and Taos County residents; Lamar Community College, for Union County residents.

In exchange, New Mexico accepts an equal number of Colorado residents at in-state tuition rates at any New Mexico postsecondary educational institution, with the exception of the New Mexico Military Institute and the New Mexico School of Medicine.

At the beginning of the 1985-86 academic year, New Mexico owed Colorado 159 waivers. This number included 84 FTE which had accumulated from inception of the agreement in 1981-82. At the end of 1985-86, New Mexico owed only 21.77 FTE. With the proposed number of waivers to be granted (140 for New Mexico and 120 for Colorado), it is expected that the states will be equal by the end of the 1986-87 academic year.

A tuition reciprocity agreement with Texas that has been in effect since 1981 includes New Mexico State University and the El Paso Community College. The agreement provides for the exchange of a maximum of seventy-five (75) students per semester at the respective in-state tuition rates. The agreement contains several conditions: (a) participants must be residents of Dona Ana or El Paso counties; (b) Texas participants enrolling at NMSU may enroll only in programs not available at the University of Texas at El Paso; and (c) Texas participants are selected according to a priority list. First priority is given to EPCC faculty members; second, El Paso students wishing to enroll in programs at the Dona Ana Branch which are not offered at EPCC; and third, El Paso students who wish to enroll at NMSU in programs not offered at EPCC or UTEP. The exchange of students in this program has been approximately equal since Fall 1984 through Spring 1986.

Waivers for Navajo Reservation residents

In 1983 the Commission on Higher Education approved a change in New Mexico residency policy for tuition purposes. The change permits all members of the Navajo Tribe who reside on the Navajo Reservation to be considered as in-state residents for tuition purposes. For the academic year 1985-86 New Mexico had approximately 50 participants.

Vietnam Veterans' Scholarship Program

The Vietnam Veterans' Scholarship Program reimburses to a public institution tuition and fees for Vietnam veterans attending the institution. In 1985-86 134 veterans attended an institution under the program.

Formula Funding: Time for Review

Fluctuating student enrollments and New Mexico's economic condition required an assessment of the higher education funding formula for instruction and general budgets. The assumptions on which the funding formula were constructed were also examined.

Three groups reviewed the funding formula. One was a funding formula task force comprised of the chief fiscal officers of postsecondary educational institutions. Another was a subcommittee of the Legislative Interim Higher Education Reform Committee. The third group was the Governor's Task Force on Higher Education Reform. All of the groups arrived at similar conclusions.

There is concern that due to the existing formula's sensitivity to enrollments, a sharp decline in student enrollment will have a negative impact on an institution's ability to provide quality educational programs.

The Higher Education Reform Committee recommended that the Commission investigate the creation of a funding formula which would be calculated according to the marginal and fixed/variable costs of offering educational programs, thus alleviating enrollment impact. This method would provide basic support to programs with low enrollments and particularly to programs which are central to the institution's mission in postsecondary education in the state.

Proponents of this approach believe it will encourage institutions to emphasize their mission by concentrating on core programs and those of high quality. Other advocates believe this method will provide stability to the institution's educational planning process by guaranteeing a minimum level of funding.

Central to the discussions in changing or modifying the funding formula is the issue of save-harmless. One proposal is that institutions which experience enrollment declines should continue to receive funds at the previous year's funding level and be encouraged to implement a program review process to phase out unproductive programs. Another proposal is to allow the formula funding calculations to decrease funds for enrollment declines, but to limit the funding decrease to a maximum of five percent. This approach could also encourage institutions to review existing program offerings and to determine if programs are duplicative of those of other institutions that are better prepared to provide them.

Another area of concern with the existing funding formula is the lack of incentive it provides to encourage the development of quality programs. Recommendations for quality incentive funding to complement formula funding have been issued by these groups.

Finally, an analysis of the funding formula indicates that there are several cost factors which provide insufficient funding. These are in the areas of faculty salaries and non-compensation costs, i.e., supplies, travel, computer time, equipment replacement and maintenance, and library acquisitions. In addition to these areas, the two-year college funding formula also needs review for differences in operating costs between independent community colleges and university branches, including the renewal and replacement of facilities.

1985-86 GENERAL FUND APPROPRIATIONS
Instruction and General
(in $1,000)

New Mexico Junior College	$ 435.5
San Juan Junior College	471.3
Santa Fe Community College	2,237.7
New Mexico State University	43,395.6
Alamogordo Branch	1,805.4
Carlsbad Branch	1,389.2
Dona Ana Branch	1,526.9
Grants Branch	1,003.2
Eastern New Mexico University	12,967.7
Clovis Branch	2,526.8
Roswell Branch	3,643.5
New Mexico Highlands University	9,186.3
New Mexico Institute of Mining and Technology	8,237.3
Western New Mexico University	5,778.0
Northern New Mexico Community College	3,485.1
University of New Mexico	68,457.0
Gallup Branch	2,117.2
Los Alamos Branch	1,085.7
Valencia Branch	1,102.9
TOTAL	$ 170,852.3

For academic year 1986-87 the Commission recommended that the current formula be funded at 100 percent of the expenditure levels which the formula generated for each of the institutions. However, because of the dramatic reduction in revenues to the state's general fund as a result of falling crude oil and natural gas prices, budgets were reduced by two percent.

Research, Public Service Projects Grow in Importance

In addition to recommending funding for institutions of higher education according to the instructional funding formula, the Commission on Higher Education also oversees the budgets for the University of New Mexico Medical School, the New Mexico School for the Deaf, the New Mexico School for the Visually Handicapped and special projects funded to postsecondary educational institutions. In fiscal year 1985-86, funding for these activities totaled $57,775,350.

Medical School Instruction and General Research and Public Service Projects	$49,927,800
Special Schools	$ 7,847,550

Off-Campus Instruction

Funding for graduate instructional courses offered outside the county of the parent institution is calculated at one half of the graduate level funding factor subject to limits established by Commission policy. Funds are appropriated to the Commission based on projected enrollments and distributed to institutions based on actual enrollments. In academic year 1985-86 universities received $554,600 for graduate off-campus instruction.

Intercollegiate Athletics

The funding level for athletics is calculated using the base contribution approach which provides the same level of state support. Using a consumer price index increase of 3.7 percent, funding for these programs was $3,356,500.

Special Schools

The New Mexico School for the Visually Handicapped serves the state's visually impaired population from birth to 21 years of age. The school's mission is to enable all visually handicapped children in the state to receive the best education they can assimilate. Consequently a priority of the administration is to make services available not only to resident students of the Alamogordo campus, but also to students being educated around the state.

The budget for the School for the Visually Handicapped for the academic year 1985-1986 was $3,933,500. The school's land and

permanent fund income supported this budget without additional state appropriations. The School for the Visually Handicapped provides room, board, and educational services at no cost to students who are New Mexico residents.

The **New Mexico School for the Deaf** was established in 1885 and became the first constitutionally established school in the Territory of New Mexico. Its goal is to provide assistance to the state's hearing impaired population from birth to 21 years of age. In addition to its campus-based program in Santa Fe, the school assists other agencies in the state in providing appropriate outreach educational services for school-age hearing impaired children.

The state appropriation for the School for the Deaf for the 1985-1986 academic year was $70,000 for a budget of $5,511,600. A major part of the school's operating budget is derived from its land and permanent fund income. As a part of the state's public education system, the school does not charge students who are state residents for tuition, room and board, or school supplies.

The mission of the **New Mexico Military Institute** is to provide a college preparatory program in high school and a college transfer program at the junior college level in the disciplined environment of the Corps of Cadets. The institution provides academic instruction as well as opportunities for the development of leadership, character, integrity, self-esteem and physical well-being of its students. The Reserve Officer Training Corps is mandatory for all cadets, and the junior college contract cadet has the opportunity to acquire an Army commission in two years. The educational program at the Institute is founded on the belief that its students will continue their education and graduate from a senior college or university.

The budget for the New Mexico Military Institute was $6,274,900 for the 1985-86 academic year. The revenues for the Institute's budget are derived from student tuition and fees, miscellaneous income and land and permanent fund income. No state appropriations were required for its operation.

Junior Colleges

New Mexico law provides for the Commission to distribute funds to junior colleges based on their annual full-time equivalent student enrollments. In 1985-86 **New Mexico Junior College** had 1,345 FTE and **San Juan College** had 1,450 FTE. These institutions received state support of $435,501 and $471,250, respectively. The remaining portion of these institutions' operating budgets is funded by assessment of a local mill levy on the junior college district.

Corrections Education

Educational programs in correctional institutions are funded by a variety of sources depending upon the level of the program. Chapter 69, Laws of 1981 requires the Commission to develop funding recommendations to provide educational programs within adult correctional facilities.

New correctional facilities were opened during FY 1984-85 in Grants, Las Cruces, and Santa Fe. These facilities required educational programs. In addition, the programs at the Penitentiary of New Mexico and the Central New Mexico Correctional Facility are in need of expansion to comply with federal mandates. Funding for corrections education in the amount of $664,500 was appropriated to the Department of Corrections.

University of New Mexico Medical School

The School of Medicine offers coursework leading toward an M.D. in addition to programs culminating in awarding of a Master of Science and a Ph.D. in Medical Science. The School of Medicine is not included in the formula funding calculations for instructional funding for the University of New Mexico. Instead an annual state appropriation is provided based on a recommendation by the Commission. In 1985-86 the state appropriation for the School of Medicine's instruction and general budget was $16,738,700.

Additionally, the School of Medicine received $12,244,900 in special appropriations in support of special projects and research.

Cancer Center	$1,471,800
Newborn Intensive Care	1,444,400
Out-of-County Indigent	1,517,300
Children's Psych Center	2,760,100
Medical Investigator	1,542,800
Perinatal Care	199,800
L. P. Cancer Program	50,800
Health Manpower Registry	20,800
Poison Control Center	378,700
Pediatric Oncology	65,500
Student Exchange Program	2,148,400
Emergency Medical Academy	469,000
Hemophilia Program	155,500

Research and Public Service Projects

New Mexico Highlands University

Visiting Scientist	$18,300

New Mexico State University

Department of Agriculture	$3,373,200
Cooperative Extension Service	4,387,600
Joint Border Research Institute	100,200
Agricultural Experiment Station	6,358,900
Water Resource Research Institute	428,900
Indian Resources Development	226,000

New Mexico Institute of Mining and Technology

Bureau of Mines	$2,166,000
Petroleum Recovery Research Center	652,200
Geophysical Research Center	447,100
Academy of Science Program	50,200

New Mexico Commission on Higher Education

Public Television	$2,421,400
Television Equipment	150,000

Northern New Mexico Community College

Taos Educational Center	$88,400

Western New Mexico University

Public Transportation Institute	$12,000

Eastern New Mexico University

Blackwater Draw	$83,800

RESEARCH AND SPECIAL PROJECTS BUDGET SUMMARY

	1985-86 Base Appropriation	Growth and Expansion	1986-87 Recommended Total
Medical School I&G Research & Public Service Projects	$49,927,800	$7,574,476	$57,502,276
Special Schools Flow Through Funds & Other Special Projects	7,847,550	4,625,607	12,473,157
GRAND TOTALS	$57,775,350	$12,200,083	$69,975,433

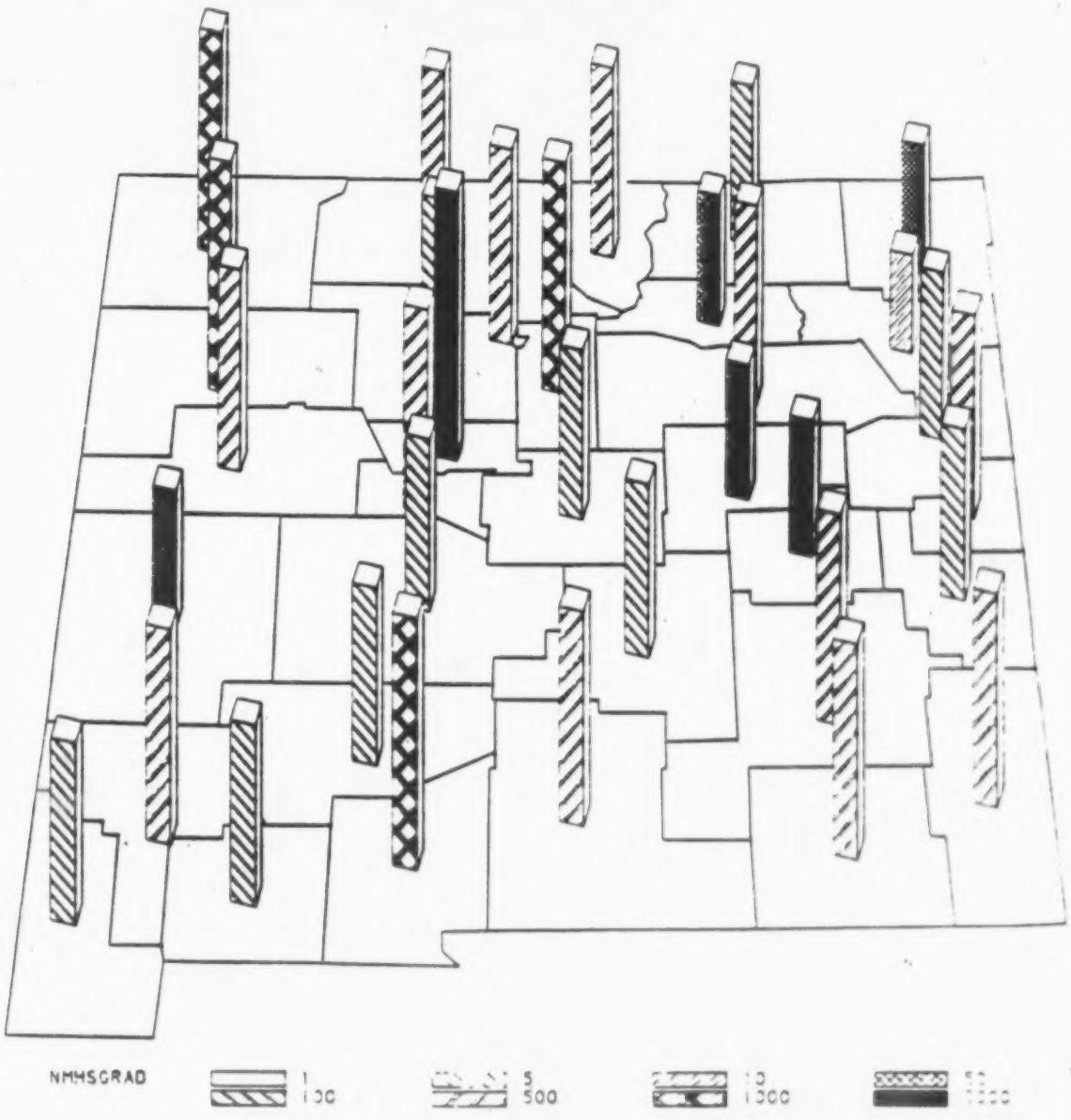
APPENDICES

ENROLLMENT IN NEW MEXICO COLLEGES AND UNIVERSITIES

	HEADCOUNT			FTE		
Public Four Year	FALL 1985	FALL 1986	% CHANGE	FALL 1985	FALL 1986	% CHANGE
UNM	24,515	23,812	-2.87%	17,083	16,975	-0.63%
NMSU	12,818	13,718	7.02%	10,710	11,309	5.59%
NMHU	2,071	2,063	-0.39%	1,803	1,823	1.11%
WNMU	1,673	1,551	-7.29%	1,295	1,235	-4.63%
ENMU	3,710	3,700	-0.27%	3,189	3,187	-0.06%
TECH	1,255	1,211	-3.51%	1,041	1,018	-2.21%
Subtotal	46,042	46,055	0.03%	35,121	35,547	1.21%
Public Two Year						
UNM GALLUP	1,447	1,332	-7.95%	685	648	-5.40%
UNM LOS ALAMOS	1,002	926	-7.58%	369	356	-3.52%
UNM VALENCIA	716	794	10.89%	288	363	26.04%
NMSU ALAMOGORDO	1,579	1,541	-2.41%	796	761	-4.40%
NMSU CARLSBAD	993	904	-8.96%	498	493	-1.00%
NMSU DONA ANA	847	850	0.35%	417	397	-4.80%
NMSU GRANTS	512	458	-10.55%	277	244	-11.91%
ENMU CLOVIS	2,091	2,308	10.38%	926	940	1.51%
ENMU ROSWELL	1,406	1,349	-4.05%	840	817	-2.74%
NNMCC	998	954	-4.41%	627	645	2.87%
NMMI	392	427	8.93%	447	495	10.74%
NMJC	2,680	2,628	-1.94%	1,206	1,173	-2.74%
SJC	2,518	2,608	3.57%	1,288	1,265	-1.79%
SFCC	1,776	1,999	12.56%	587	652	11.07%
Subtotal	18,957	19,078	0.64%	9,251	9,249	-0.02%
Private Four-Year						
CSF	856	607	-29.09%	622	570	-8.36%
CSW	232	201	-13.36%	154	178	15.58%
St. John's	315	316	0.32%	298	313	5.03%
Subtotal	1,403	1,124	-19.89%	1,074	1,061	-1.21%
TOTAL	66,402	66,257	-0.22%	45,446	45,857	0.90%

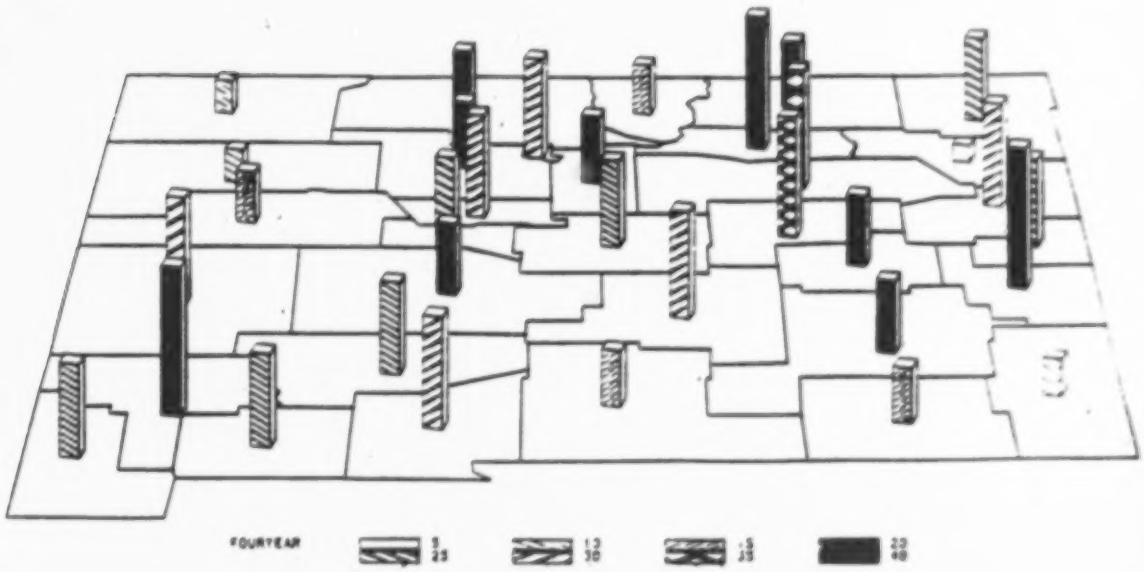
Source: Institutional Registrar's Reports
Notes: (1) Figures exclude off-campus headcounts, FTE, and UNM Medical School.
(2) NMSU branches now include vocational enrollment.

Number of NM High School Graduates by County

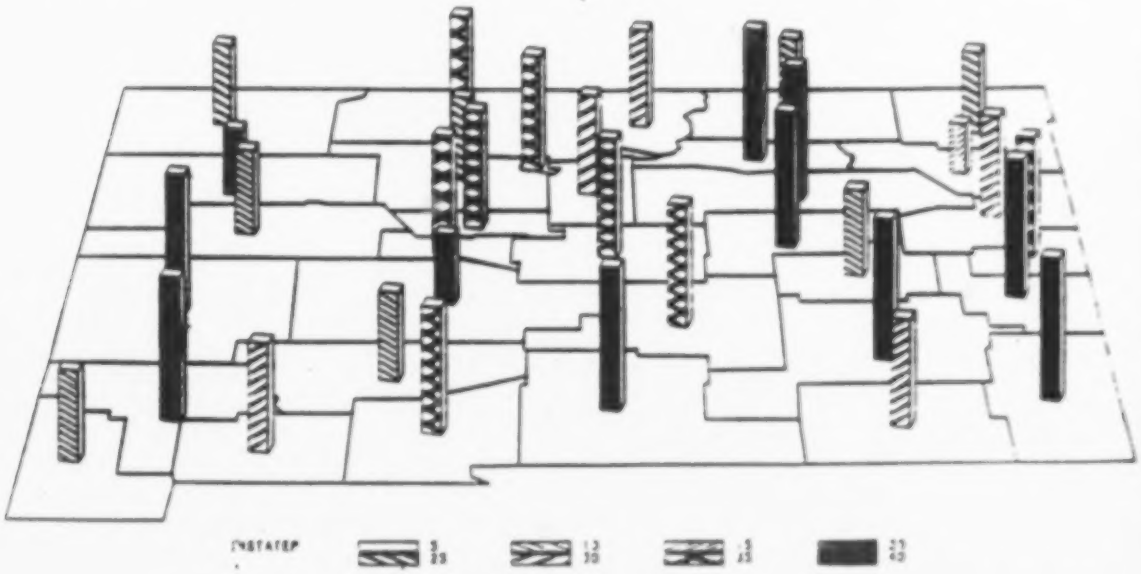


COLLEGE-GOING RATES FOR 1985 NM HIGH SCHOOL GRADUATES

% of HS Grad Attending All Four Year Schools

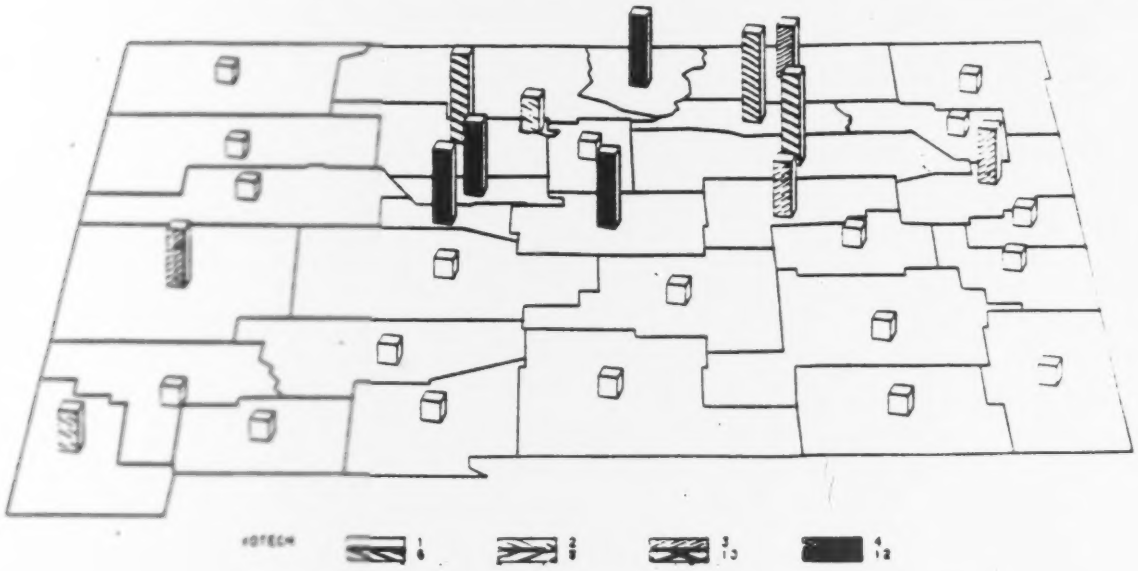


% of HS Grads Attending Post-Secondary School In-State

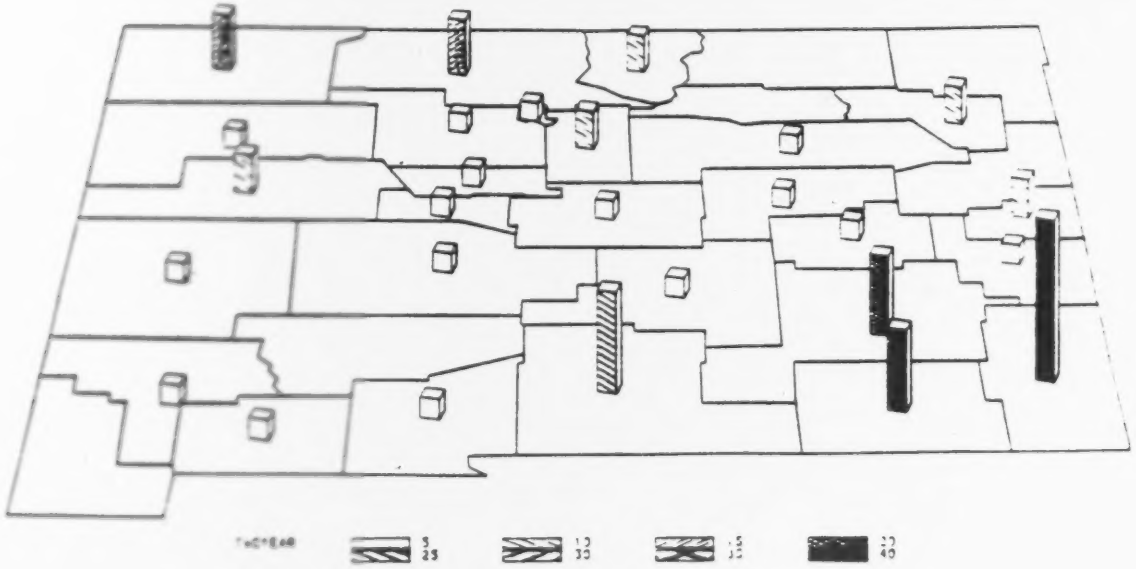


COLLEGE-GOING RATES FOR 1985 NM HIGH SCHOOL GRADUATES

% of HS Grads Attending Public Vo-Tech Schools

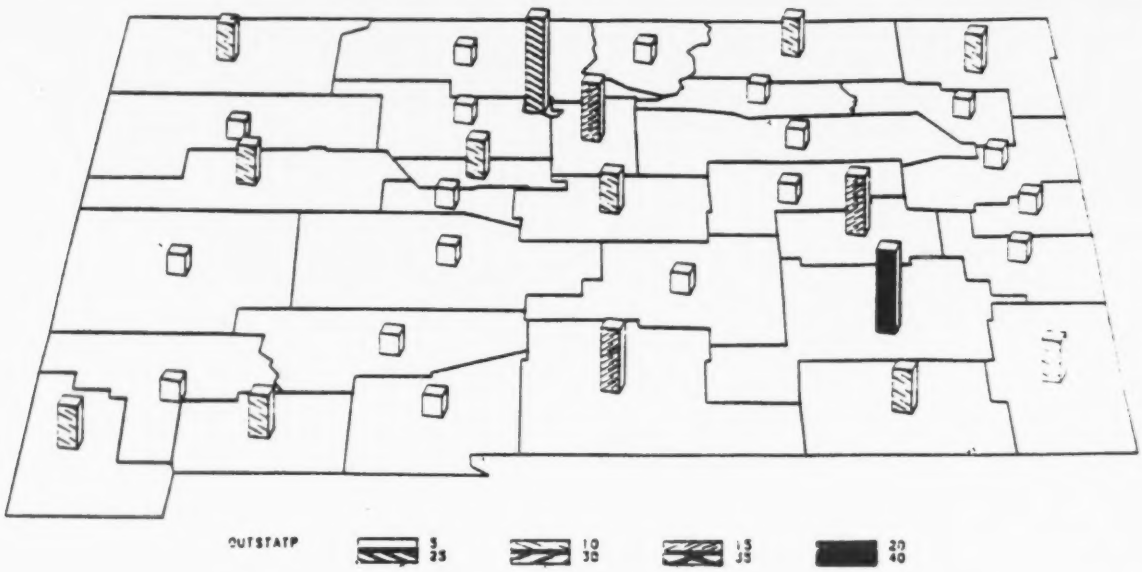


% of HS Grads Attending Public Two Year Colleges

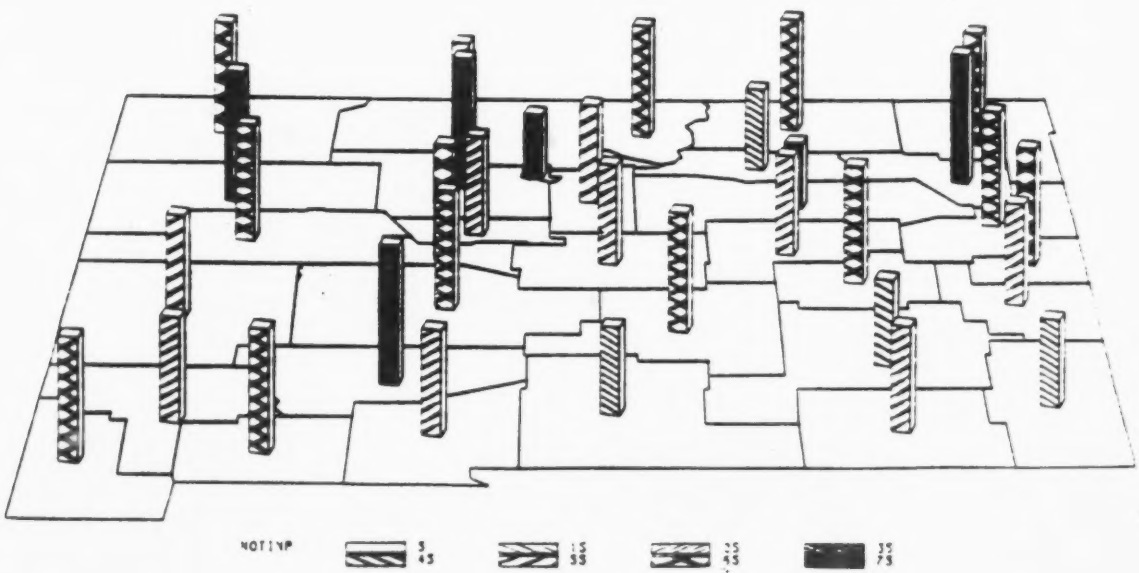


COLLEGE-GOING RATES FOR 1985 NM HIGH SCHOOL GRADUATES

% HS Grads Attending Post-Secondary School Out-of-State



% of HS Grads Not Attending Post-Secondary Schools



ENROLLMENT IN NM COLLEGES AND UNIVERSITIES BY GENDER, ETHNICITY, AND AGE

FALL 1985

		NUMBER OF STUDENTS	SEX		ETHNIC							AGE
			FEMALE	MALE	ANGLO	BLACK	HISPA-NIC	NATIVE AMERI-CAN	ASIAN	NON-RES ALIEN	NO RESPO-NSE	
			PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	AVG
TYPE OF SCHOOL:	SCHOOL											
GRAD CENTERS	UNM - LOS ALAMOS GRAD CENTER	205	36.6	63.4	83.4		9.8	0.5	5.9	0.5		36.0
	UNM - SANTA FE GRAD CENTER	190	73.2	26.8	67.9	0.5	27.9	2.6	1.1			37.4
	TOTAL	395	54.2	45.8	75.9	0.3	18.5	1.5	3.5	0.3		36.6
2 YEAR COLLEGES	SCHOOL											
	UNM - GALLUP BRANCH	1407	64.1	35.9	29.4	0.8	10.9	58.2	0.4	0.3		30.8
	UNM - LOS ALAMOS BRANCH	1002	59.3	40.7	78.1	0.3	18.8	1.5	1.7	0.4		33.6
	UNM - VALENCIA BRANCH	714	68.6	31.4	44.8	1.5	52.1	1.1	0.3	0.1		33.5
	NMSU - ALAMOGORDO BRANCH	1573	55.2	44.8	79.4	4.4	14.4	1.3	0.5			28.2
	NMSU - CARLSBAD BRANCH	973	63.0	37.0	84.1	0.3	14.3	0.9	0.3	0.1		30.4
	NMSU - GRANTS BRANCH	505	67.5	32.5	61.4		25.7	12.9				31.2
	NMSU - DONA ANA BRANCH	603	71.3	28.7	56.6	0.8	39.0	2.5	0.2	1.0		28.0
	ENMU - CLOVIS BRANCH	2091	57.1	42.9	79.4	6.2	12.3	0.6	1.2	0.2	0.1	30.6
TYPE OF SCHOOL:	SCHOOL											
2 YEAR COLLEGES	ENMU - ROSWELL BRANCH	1406	56.9	43.1	71.1	2.1	23.8	2.2	0.6	0.4		29.4
	SAN JUAN COLLEGE	2518	57.2	42.8	58.9	0.3	9.1	24.4	0.4		6.9	30.4
	NEW MEXICO JUNIOR COLLEGE	2891	64.8	35.2	82.7	3.3	10.8	0.6	0.3	0.2	2.1	30.7
	NORTHERN N M COMM COLLEGE	137	29.2	70.8	10.9		77.4	11.7				25.2
	NNMCC - ESPANOLA BRANCH	817	64.3	35.7	19.2	0.2	72.7	7.3	0.4		0.1	28.6
	NNMCC - TAOS BRANCH	119	77.3	22.7	19.3		77.3	3.4				33.5
	NNMCC - OFF SITE	62	79.0	21.0	30.6		61.3	8.1				34.5
	TOTAL	16818	61.0	39.0	65.3	2.2	20.2	10.2	0.5	0.2	1.4	30.4
4 YEAR UNIVERSITIES	SCHOOL											
	UNIVERSITY OF NEW MEXICO MAIN	23990	52.7	47.3	68.4	2.1	23.1	3.7	2.4	0.3		27.4
	NEW MEXICO STATE UNIV MAIN	12818	46.3	53.7	68.6	1.3	23.9	1.9	0.3	3.8		24.8
	NEW MEXICO HIGHLANDS UNIV	2183	53.8	46.2	20.8	3.6	68.8	3.3	0.7	0.3	2.6	27.1
	WESTERN NEW MEXICO UNIV	1685	56.3	43.7	53.1	3.2	38.9	2.6	0.4	1.9		28.8

(CONTINUED)

ENROLLMENT IN NM COLLEGES AND UNIVERSITIES BY GENDER, ETHNICITY, AND AGE

FALL 1985
TABLE A
GENDER, ETHNICITY, AND AGE

			SEX		ETHNIC							
		NUMBER OF STUDENTS	FEMALE	MALE	ANGLO	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN	NON-RES ALIEN	NO RESPONSE	AGE
			PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	AVG
TYPE OF SCHOOL:	SCHOOL											
4 YEAR UNIVERSITIES	EASTERN NEW MEXICO UNIV MAIN	3709	52.9	47.1	72.7	3.7	15.1	1.8	0.9	3.7	0.1	25.4
	N.M. INST OF MINING & TECH	1269	33.2	66.8	76.6	0.8	8.5	1.8	1.2	11.1		25.4
	TOTAL	45654	50.6	49.4	66.2	2.2	25.0	2.9	1.6	1.9	0.1	26.5
TOTAL		62867	53.4	46.6	66.0	2.2	23.7	4.8	1.3	1.4	0.5	27.6

Appendix E

TOTAL DEGREES CONFERRED BY NM COLLEGES AND UNIVERSITIES

July 1, 1985 - June 30, 1986

	Certificate	Associate's	Bachelor's	Master's	Doctoral	First Professional	Total
FOUR-YEAR INSTITUTIONS, PUBLIC							
University of New Mexico	16	121	1,845	884	141	191	3,198
Gallup Branch	77	78					155
Los Alamos Branch	0	18					18
Valencia Branch	16	21					37
Total	109	238	1,845	884	141	191	3,408
New Mexico State University	81	227	1,523	383	67		2,281
Alamogordo Branch	21	71					92
Carlsbad Branch	1	51					52
Dona Ana Branch	88	89					177
Grants Branch	20	16					36
Total	211	454	1,523	383	67		2,638
Eastern New Mexico University	0	42	487	180			709
Clovis Branch	90	101					191
Roswell Branch	24	141					165
Total	114	284	487	180			1,065
New Mexico Highlands University		51	150	159			360
Western New Mexico University		33	174	65			272
New Mexico Institute of Mining and Technology		1	160	66	1		228
TWO-YEAR INSTITUTIONS, PUBLIC							
San Juan College	82	74					156
Santa Fe Community College	9	28					37
New Mexico Junior College	31	158					189
Northern New Mexico Community College	93	78					171
New Mexico Military Institute	0	110					110
VOCATIONAL-TECHNICAL SCHOOLS							
Albuquerque Technical Vocational Institute	1,401						1,401
Luna Vocational Technical School	176						176
Tucumcari Area Vocational School	81						81
TOTAL, Public Institutions	2,307	1,509	4,339	1,737	209	191	10,292

Appendix E

TOTAL DEGREES CONFERRED BY NM COLLEGES AND UNIVERSITIES

July 1, 1985 - June 30, 1986

	Certificate	Associate's	Bachelor's	Master's	Doctoral	First Professional	Total
FOUR YEAR INSTITUTIONS, PRIVATE							
St John's College		0	35	27			62
College of Santa Fe		44	124				168
College of the Southwest		9	25				34
TOTAL, Private Institutions	0	53	184	27	0	0	264
NATIVE AMERICAN INSTITUTIONS							
Navajo Community College	22	15					37
Southwestern Indian Polytechnic Institute	131	0					131
Institute of American Indian Arts	20	38					58
TOTAL, Native American Institutions	173	53	0	0	0	0	226
TOTAL, All Institutions	2,480	1,615	4,523	1,764	209	191	10,782

FACULTY RANK AND PART-TIME/FULL-TIME STATUS

FALL 1985

TYPE OF SCHOOL	SCHOOL	RANK											
		PROFESSOR			ASSOCIATE PROF			ASSISTANT PROF			INSTRUCTOR		
			PARTFULL			PARTFULL			PARTFULL			PARTFULL	
		NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT
GRAD CENTERS	UNM - SANTA FE GRAD CENTER	3	.	100.0	2	.	100.0	5	.	100.0	.	.	.
	UNM - GALLUP GRAD CENTER	1	.	100.0	1	.	100.0	1	.	100.0	.	.	.
	TOTAL	4	.	100.0	3	.	100.0	6	.	100.0	.	.	.
2 YEAR COLLEGES	SCHOOL												
	UNM - GALLUP BRANCH	1	100.0	.	2	100.0	.	.	.	.	.	.	.
	UNM - LOS ALAMOS BRANCH	.	.	.	.	.	.	1	100.0	.	1	.	100.0
	UNM - VALENCIA BRANCH	.	.	.	.	.	.	.	.	.	.	.	.
	NMSU - ALAMOGORDO BRANCH	3	100.0	.	7	100.0	.	8	100.0	.	10	80.0	20.0
	NMSU - CARLSBAD BRANCH	4	100.0	.	1	100.0	.	10	100.0	.	34	14.7	85.3
	NMSU - GRANTS BRANCH	.	.	.	1	100.0	.	6	100.0	.	10	70.0	30.0
	NMSU - DONA ANA BRANCH	.	.	.	.	.	.	5	100.0	.	16	100.0	.
	ENMU - CLOVIS BRANCH	.	.	.	.	.	.	.	.	.	90	31.1	68.9
2 YEAR COLLEGES	ENMU - ROSWELL BRANCH	.	.	.	.	.	.	4	100.0	.	91	47.3	52.7
	SAN JUAN COLLEGE	2	100.0	.	5	100.0	.	12	100.0	.	111	35.1	64.9
	NORTHERN N M COMM COLLEGE	10	100.0	.	.	.	.	.	.	.	.	.	.
	NMMCC - ESPANOLA BRANCH	13	100.0	.	.	.	.	.	.	.	23	.	100.0
	NMMCC - TAOS BRANCH	.	.	.	.	.	.	.	.	.	3	.	100.0
	NMMCC - OFF SITE	1	100.0	.	.	.	.	.	.	.	1	.	100.0
	TOTAL	34	100.0	.	16	100.0	.	46	100.0	.	390	37.4	62.6
4 YEAR UNIVERSITIES	SCHOOL												
	UNIVERSITY OF NEW MEXICO MAIN	315	87.3	12.7	236	89.4	10.6	269	80.7	19.3	158	10.1	89.9
	NEW MEXICO STATE UNIV MAIN	216	96.3	3.7	160	96.2	3.7	176	83.0	17.0	120	36.7	63.3
	NEW MEXICO HIGHLANDS UNIV	30	93.3	6.7	25	92.0	8.0	27	70.4	29.6	15	46.7	53.3
	EASTERN NEW MEXICO UNIV MAIN	28	96.4	3.6	45	100.0	.	59	94.9	5.1	351	74.3	25.7

(CONTINUED)

FACULTY RANK AND PART-TIME/FULL-TIME STATUS

FALL 1985

		RANK											
		PROFESSOR			ASSOCIATE PROF			ASSISTANT PROF			INSTRUCTOR		
			PART/FULL			PART/FULL			PART/FULL			PART/FULL	
		NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT
TYPE OF SCHOOL	SCHOOL												
4 YEAR UNIVERSITIES	N.M. INST OF MINING & TECH	41	100.0	.	27	96.3	3.7	17	100.0	.	2	50.0	50.0
	TOTAL	630	91.9	8.1	493	93.1	6.9	548	83.0	17.0	330	28.5	71.5
TOTAL		668	91.8	8.2	512	92.8	7.2	608	83.5	16.5	720	33.3	66.7

FACULTY RANK AND PART-TIME/FULL-TIME STATUS

FALL 1985

TYPE OF SCHOOL	SCHOOL	RANK											
		LECTURER			TAOA			NON-INSTRUCTIONAL			TOTAL		
			PARTFULL			PARTFULL			PARTFULL			PARTFULL	
		NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT
GRAD CENTERS	UNM - SANTA FE GRAD CENTER	1	.	100.0	.	.	.	.	.	.	11	.	100.0
	UNM - GALLUP GRAD CENTER	1	.	100.0	.	.	.	.	.	.	4	.	100.0
	TOTAL	2	.	100.0	.	.	.	.	.	.	15	.	100.0
2 YEAR COLLEGES	SCHOOL												
	UNM - GALLUP BRANCH	95	28.0	72.0	.	.	.	.	.	.	96	30.2	69.8
	UNM - LOS ALAMOS BRANCH	84	.	100.0	.	.	.	.	.	.	86	1.2	98.8
	UNM - VALENCIA BRANCH	34	29.4	70.6	.	.	.	.	.	.	34	29.4	70.6
	NMSU - ALAMOGORDO BRANCH	49	.	100.0	.	.	.	.	.	.	77	33.8	66.2
	NMSU - CARLSBAD BRANCH	.	.	.	.	.	.	.	.	.	49	40.8	59.2
	NMSU - GRANTS BRANCH	23	17.4	82.6	.	.	.	.	.	.	40	45.0	55.0
	NMSU - DONA ANA BRANCH	14	.	100.0	2	.	100.0	1	.	100.0	58	55.3	44.7
	ENMU - CLOVIS BRANCH	.	.	.	.	.	.	.	.	.	90	31.1	68.9
2 YEAR COLLEGES	ENMU - ROSWELL BRANCH	.	.	.	.	.	.	.	.	.	95	49.5	50.5
	SAN JUAN COLLEGE	.	.	.	.	.	.	.	.	.	130	44.6	55.4
	NORTHERN N M COMM COLLEGE	.	.	.	.	.	.	.	.	.	10	100.0	.
	NMMCC - ESPANOLA BRANCH	.	.	.	.	.	.	.	.	.	36	36.1	63.9
	NMMCC - TAOS BRANCH	.	.	.	.	.	.	.	.	.	5	.	100.0
	NMMCC - OFF SITE	.	.	.	.	.	.	.	.	.	2	50.0	50.0
	TOTAL	297	13.5	86.5	21	.	100.0	11	.	100.0	786	35.9	64.1
4 YEAR UNIVERSITIES	SCHOOL												
	UNIVERSITY OF NEW MEXICO MAIN	233	21.5	78.5	553	.	100.0	60	40.0	60.0	1826	43.5	56.5
	NEW MEXICO STATE UNIV MAIN	26	65.4	34.6	230	.	100.0	4	100.0	.	952	60.2	39.8
	NEW MEXICO HIGHLANDS UNIV	.	.	.	4	25.0	75.0	.	.	.	101	77.2	22.8
	EASTERN NEW MEXICO UNIV MAIN	44	15.9	84.1	34	38.2	61.8	2	100.0	.	247	71.3	28.7

(CONTINUED)

FACULTY RANK AND PART-TIME/FULL-TIME STATUS

FALL 1985

		RANK									TOTAL		
		LECTURER			TAGA			NON-INSTRUCTIONAL					
			PARTFULL			PARTFULL			PARTFULL			PARTFULL	
		NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT	NUMBER OF FACULTY	FULL PER CENT	PART PER CENT
TYPE OF SCHOOL	SCHOOL												
4 YEAR UNIVERSITIES	N.M. INST OF MINING & TECH	6	33.3	66.7	50	6.0	94.0	.	.	.	143	62.9	37.1
	TOTAL	389	24.6	75.4	891	1.9	98.1	66	45.5	54.5	3267	52.3	47.7
TOTAL		608	19.1	80.9	893	1.9	98.1	67	44.8	55.2	4068	49.0	51.0

FACULTY BY GENDER, ETHNICITY, AND AGE

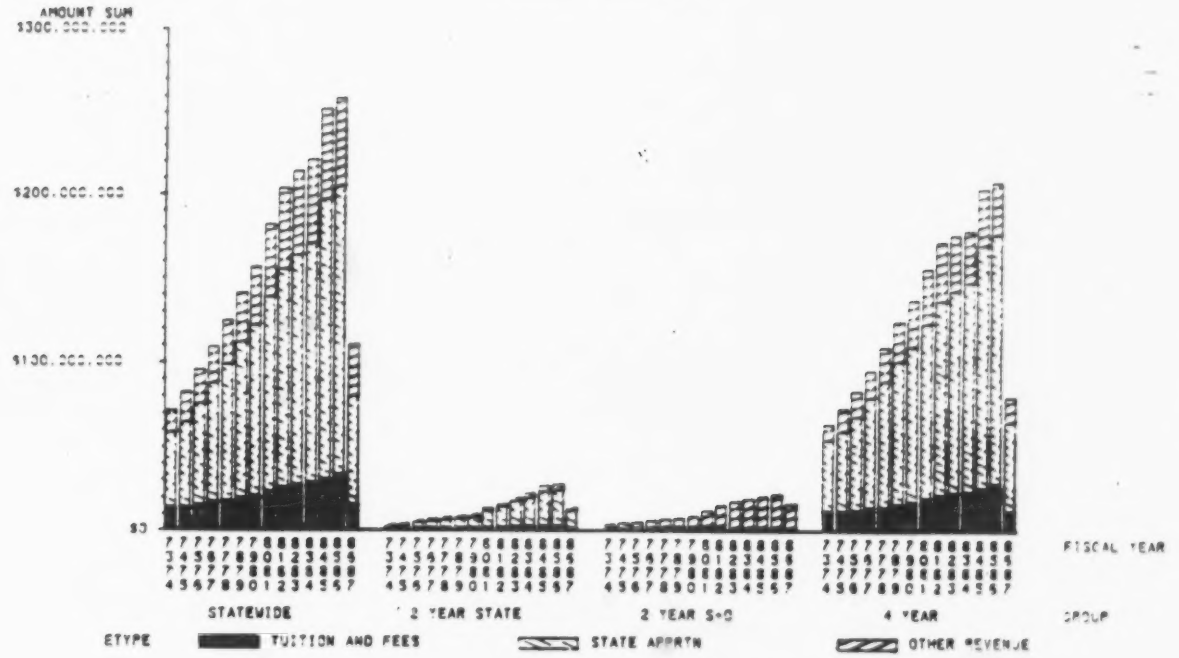
FALL 1985

TABLE A
GENDER, ETHNICITY, AND AGE

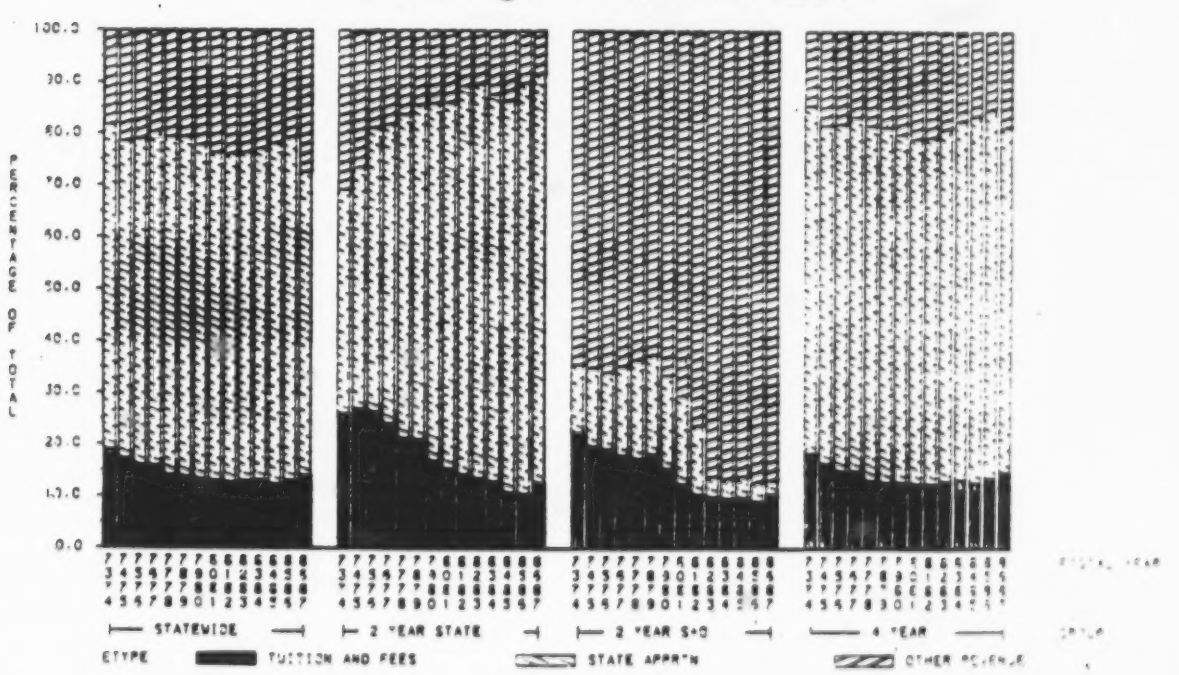
			SEX		ETHNIC							AGE
		NUMBER OF FACULTY	MALE	FEMALE	ANGLO	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN	NON-RES ALIEN	NO RESPONSE	
			PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	PER CENT	AVG
TYPE OF SCHOOL:	SCHOOL											
GRAD CENTERS	UNM - SANTA FE GRAD CENTER	11	81.8	18.2	81.8	.	9.1	9.1	.	.	.	52.5
	UNM - GALLUP GRAD CENTER	4	75.0	25.0	100.0	.	.	.	.	.	.	32.0
	TOTAL	15	80.0	20.0	86.7	.	6.7	6.7	.	.	.	47.0
2 YEAR COLLEGES	SCHOOL											
	UNM - GALLUP BRANCH	96	67.7	32.3	.	.	.	.	.	.	100.0	46.3
	UNM - LOS ALAMOS BRANCH	86	69.8	30.2	4.7	.	.	.	.	.	95.3	42.5
	UNM - VALENCIA BRANCH	34	58.8	41.2	.	.	.	.	.	.	100.0	44.3
	NMSU - ALAMOGORDO BRANCH	77	59.7	40.3	55.8	.	1.3	1.3	.	.	41.6	42.9
	NMSU - CARLSBAD BRANCH	49	49.0	51.0	.	.	.	.	.	.	100.0	50.1
	NMSU - GRANTS BRANCH	40	57.5	42.5	80.0	.	15.0	2.5	.	.	2.5	43.9
	NMSU - DONA ANA BRANCH	38	50.0	50.0	50.0	.	10.5	.	.	.	39.5	48.4
	ENMU - CLOVIS BRANCH	90	60.0	40.0	91.1	2.2	6.7	.	.	.	.	44.6
	ENMU - ROSWELL BRANCH	95	54.7	45.3	88.4	2.1	9.5	.	.	.	.	42.5
2 YEAR COLLEGES	SAN JUAN COLLEGE	138	62.3	37.7	96.2	1.5	.	1.5	0.8	.	.	46.6
	NORTHERN N M COMM COLLEGE	10	80.0	20.0	.	.	.	.	.	.	100.0	79.7
	NNMCC - ESPANOLA BRANCH	36	58.3	41.7	.	.	.	.	.	.	100.0	79.7
	NNMCC - TAOS BRANCH	3	66.7	33.3	.	.	.	.	.	.	100.0	70.3
	NNMCC - OFF SITE	2	50.0	50.0	.	.	.	.	.	.	100.0	84.0
	TOTAL	786	60.6	39.4	49.5	0.8	3.3	0.5	0.1	.	45.8	47.2
4 YEAR UNIVERSITIES	SCHOOL											
	UNIVERSITY OF NEW MEXICO MAIN	1824	66.8	33.2	81.2	0.5	7.1	0.9	1.2	8.6	0.7	45.0
	NEW MEXICO STATE UNIV MAIN	952	69.6	30.4	69.1	0.8	4.3	0.4	2.2	.	23.1	43.6
	NEW MEXICO HIGHLANDS UNIV	101	76.2	23.8	56.4	.	32.7	.	3.0	.	7.9	47.9
	EASTERN NEW MEXICO UNIV MAIN	247	64.8	35.2	89.9	0.8	4.9	1.2	3.2	.	.	52.5
	N.M. INST OF MINING & TECH	143	83.2	16.8	88.1	.	3.5	.	3.5	4.9	.	46.4
	TOTAL	3267	68.5	31.5	77.9	0.6	6.7	0.7	1.8	5.0	7.3	45.3
TOTAL		4068	67.0	33.0	72.4	0.6	6.1	0.7	1.5	4.0	14.7	45.7

COMPOSITION OF REVENUES

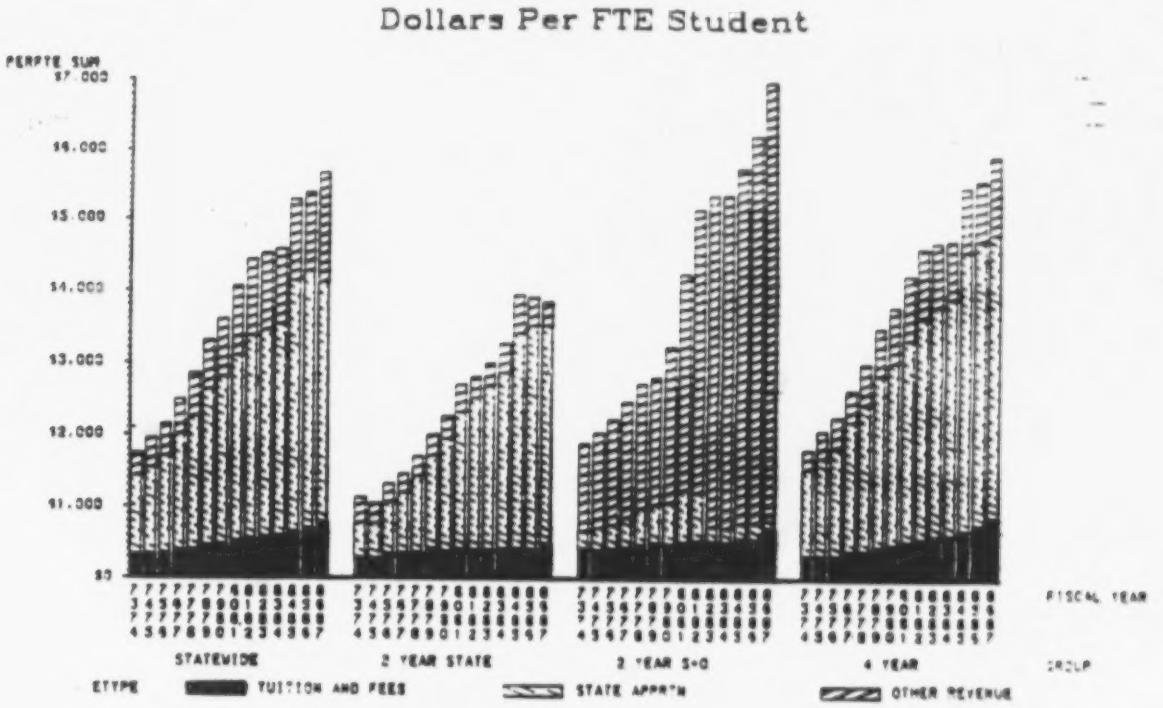
Total Amount

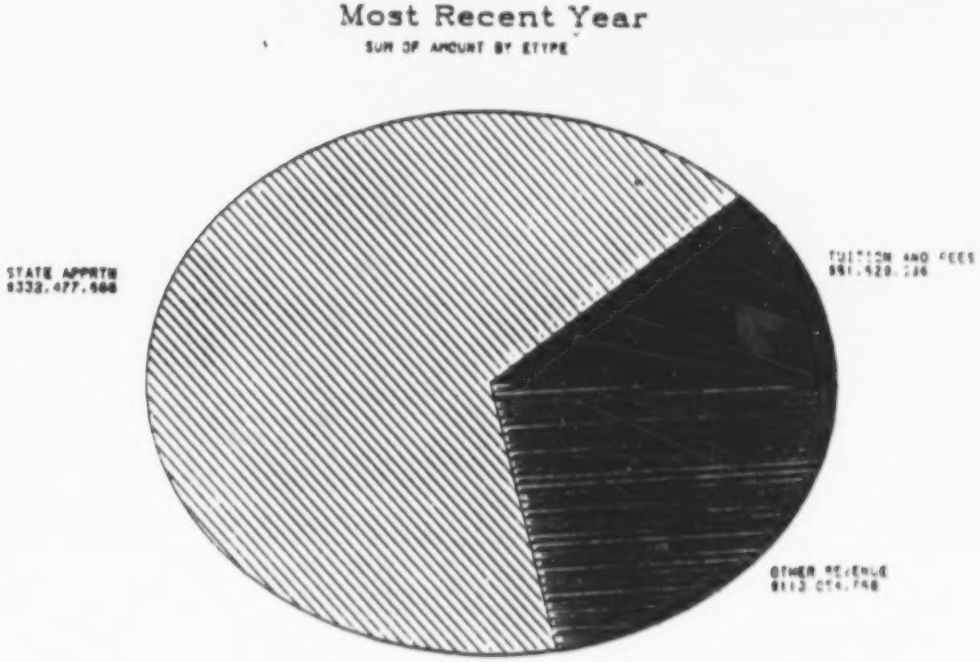


Percentage of Total Revenues



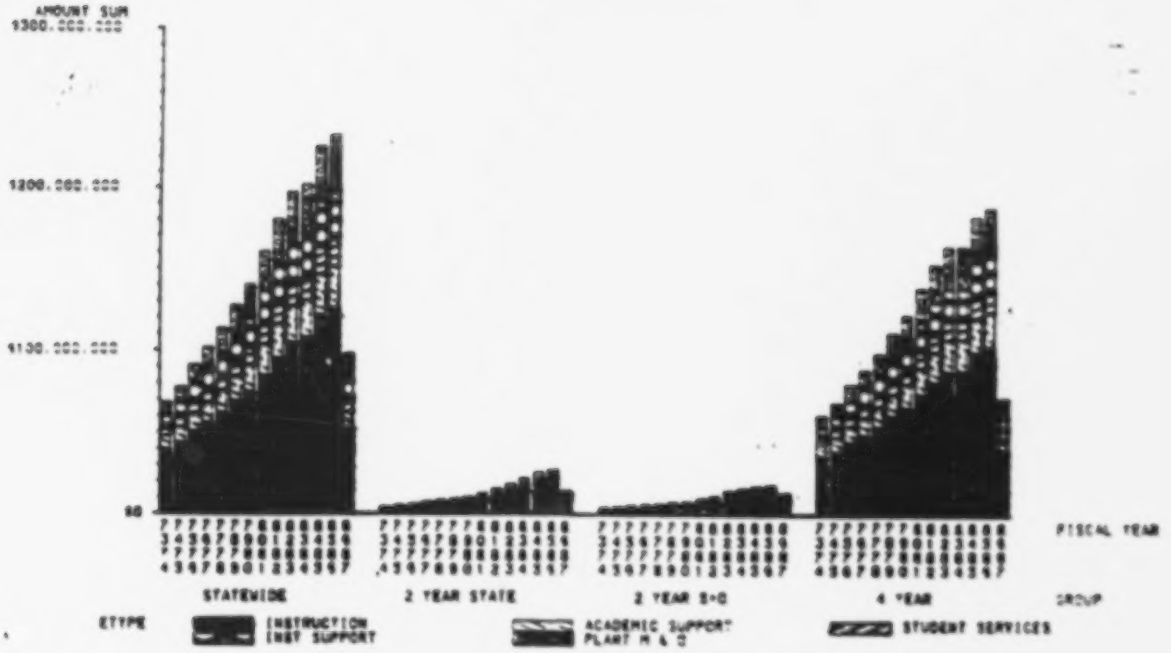
COMPOSITION OF REVENUES



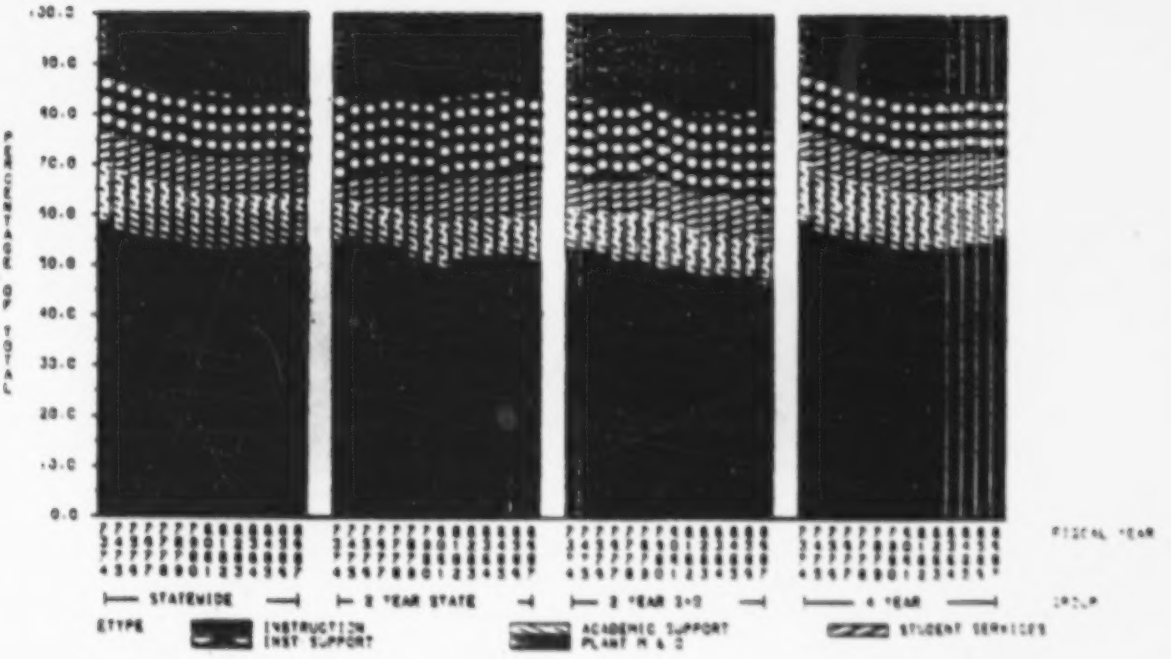


COMPOSITION OF EXPENDITURES

Total Amount

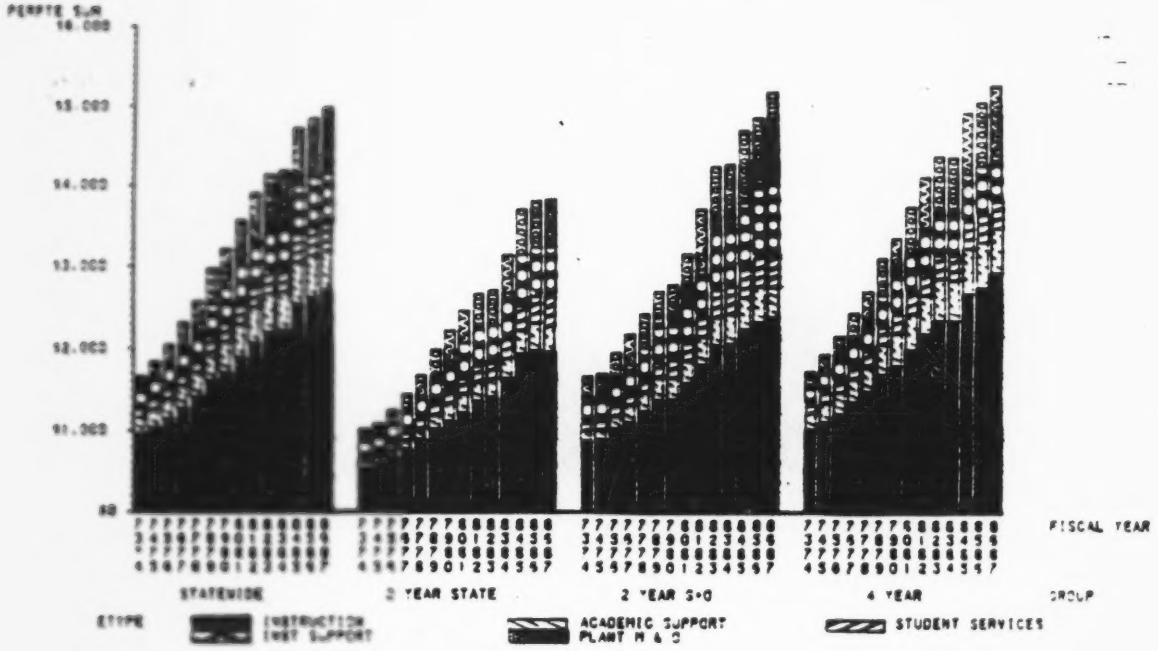


Percentage of Total Expenditures

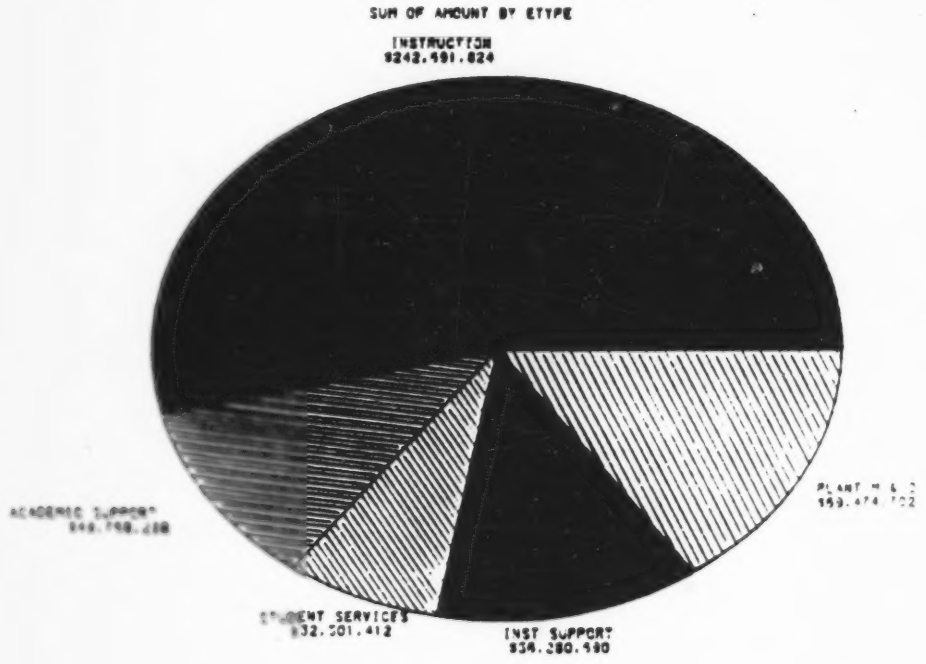


COMPOSITION OF EXPENDITURES

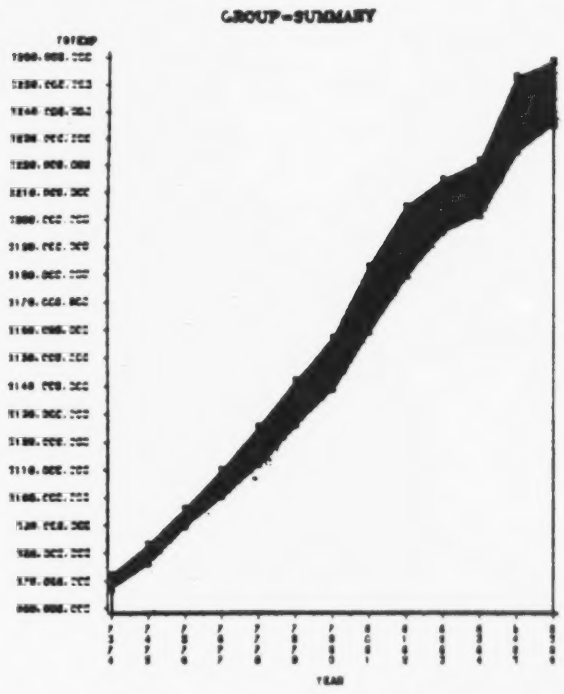
Dollars Per FTE Student

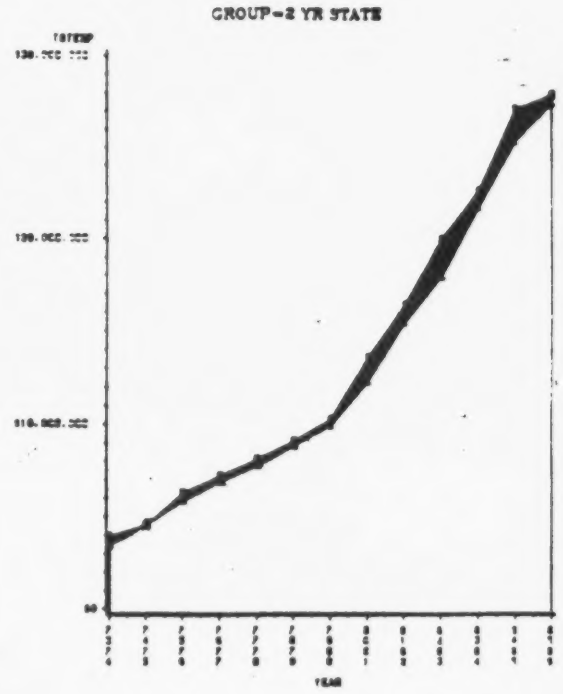


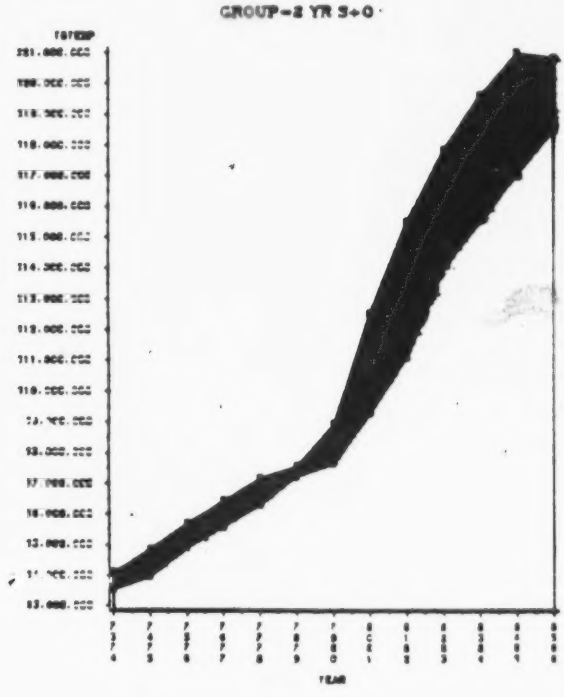
Most Recent Year

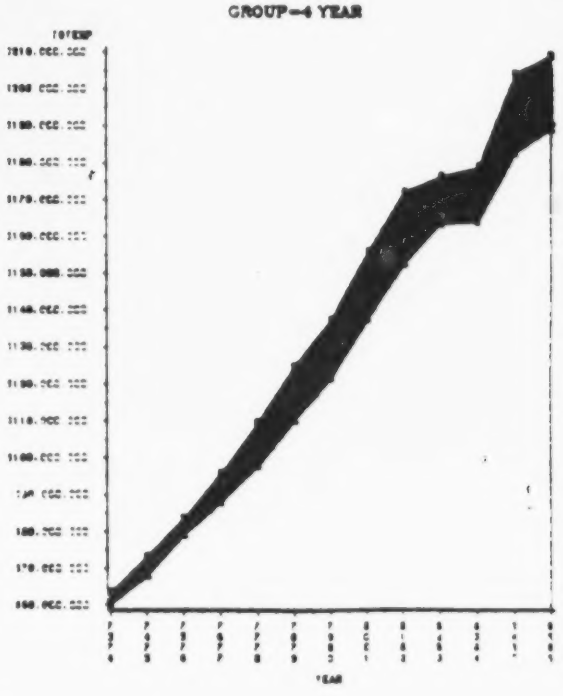


TOTAL REVENUE AND EXPENDITURE DOLLLARS





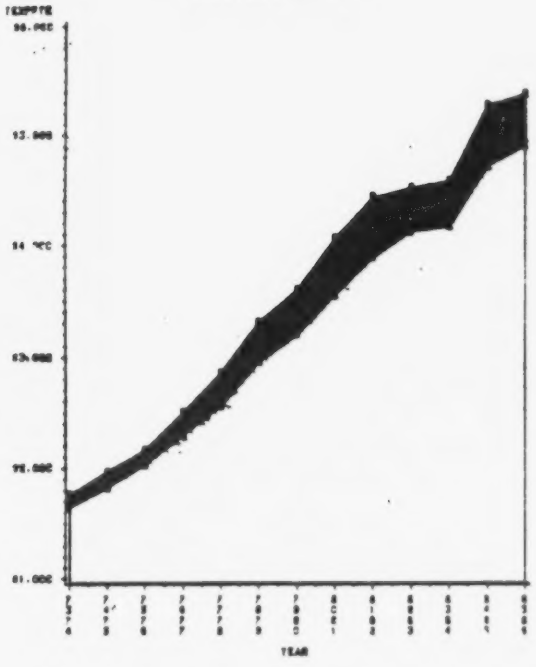




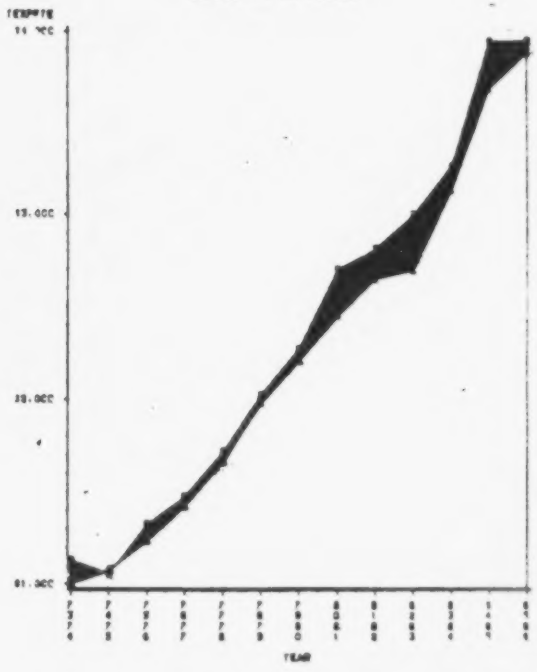
REVENUE AND EXPENDITURE DOLLARS PER FTE

REVENUE AND EXPENDITURE DOLLLARS PER FTE

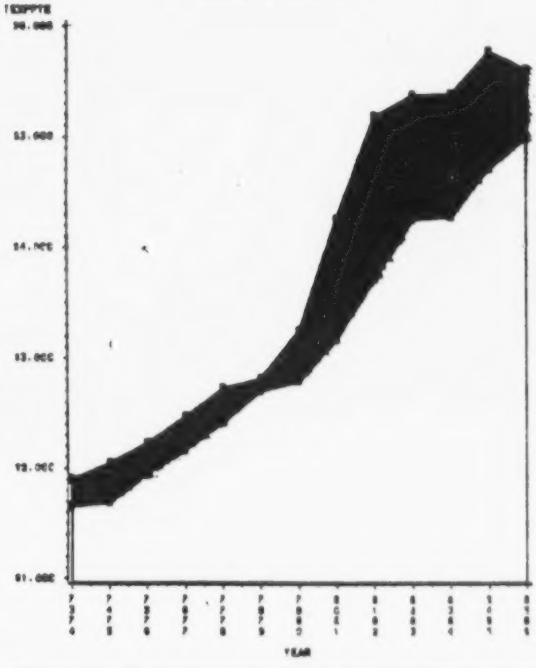
GROUP=SUMMARY



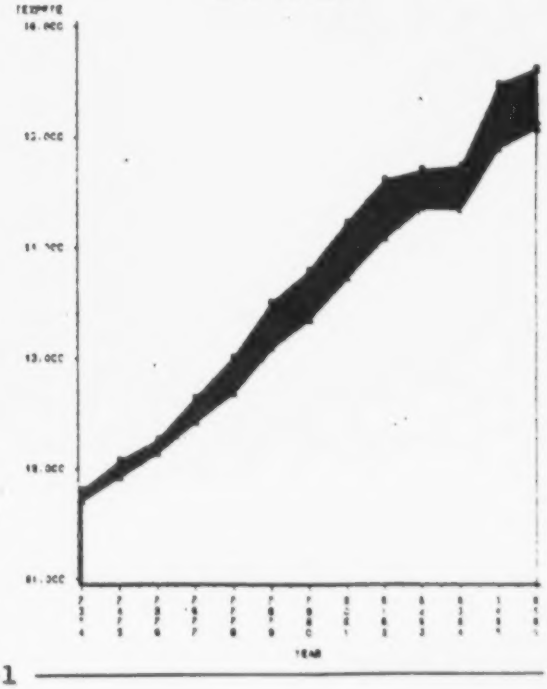
GROUP=2 YR STATE



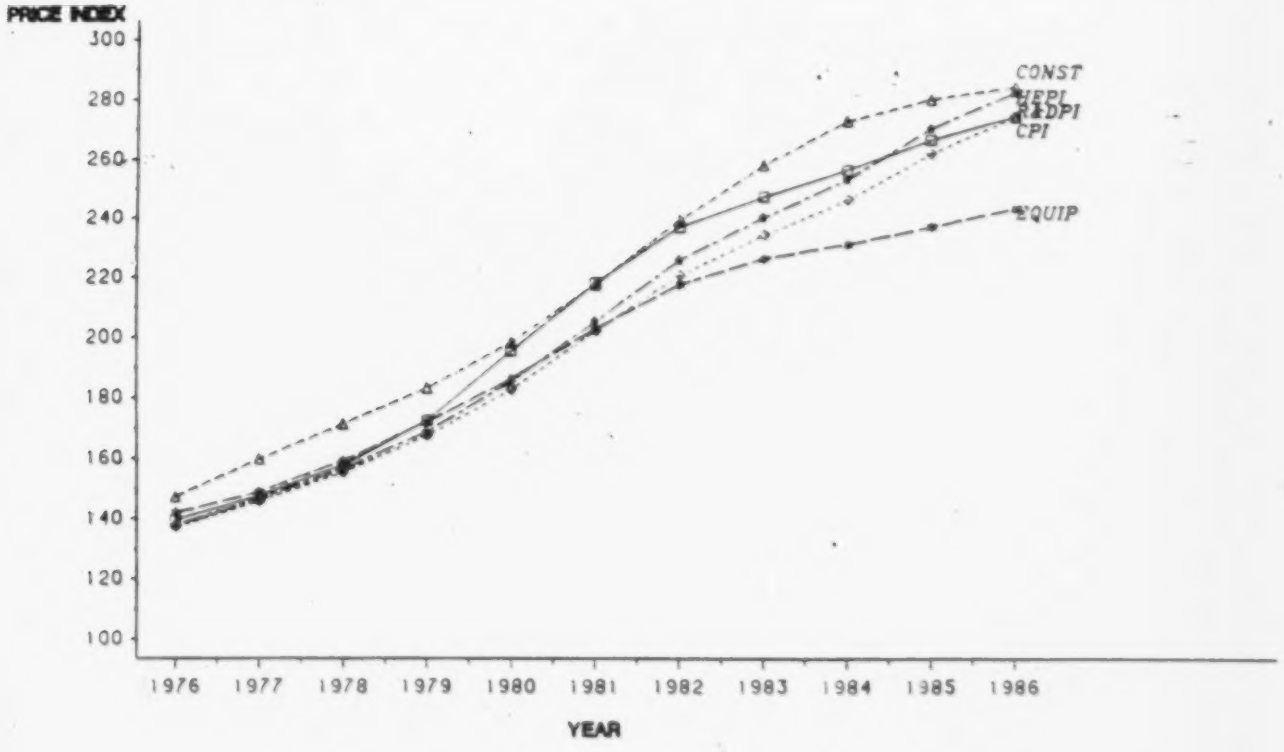
GROUP=2 YR 5+0



GROUP=4 YEAR



Price Indices Relevant to Higher Education in New Mexico



1971 = 100
HEPI=Higher Education Price Index
CPI=Consumer Price Index
R&DPI=Research & Development Price Index
Const=Boeckh Construction Index
Equip=Capital Equipment Index

MAP OF NM COLLEGES, UNIVERSITIES AND SPECIAL SCHOOLS

FOUR-YEAR INSTITUTIONS:

1. Eastern New Mexico University
2. Clovis Branch
3. Roswell Branch
4. New Mexico Highlands University
5. New Mexico Institute of Mining and Technology
6. New Mexico State University
7. Alamogordo Branch
8. Carlsbad Branch
9. Dona Ana Branch
10. Grants Branch
11. White Sands Missile Range Graduate Center
12. University of New Mexico
13. Gallup Branch
14. Gallup Graduate Center
15. Los Alamos Branch
16. Los Alamos Graduate Center
17. Santa Fe Graduate Center
18. Valencia Branch
19. Western New Mexico University

TWO-YEAR INSTITUTIONS:

20. New Mexico Junior College
21. New Mexico Military Institute
22. Northern New Mexico Community College - El Rito
23. Northern New Mexico Community College - Espanola
24. Taos Educational Center
25. San Juan College
26. Santa Fe Community College

PUBLIC VOCATIONAL-TECHNICAL SCHOOLS:

27. Albuquerque Technical-Vocational Institute
28. Luna Vocational-Technical Institute - Las Vegas
29. Luna Vocational-Technical Institute - Springer
30. Tucumcari Area Vocational School

PUBLIC SPECIAL SCHOOLS:

31. New Mexico School for the Deaf
32. New Mexico School for the Visually Handicapped

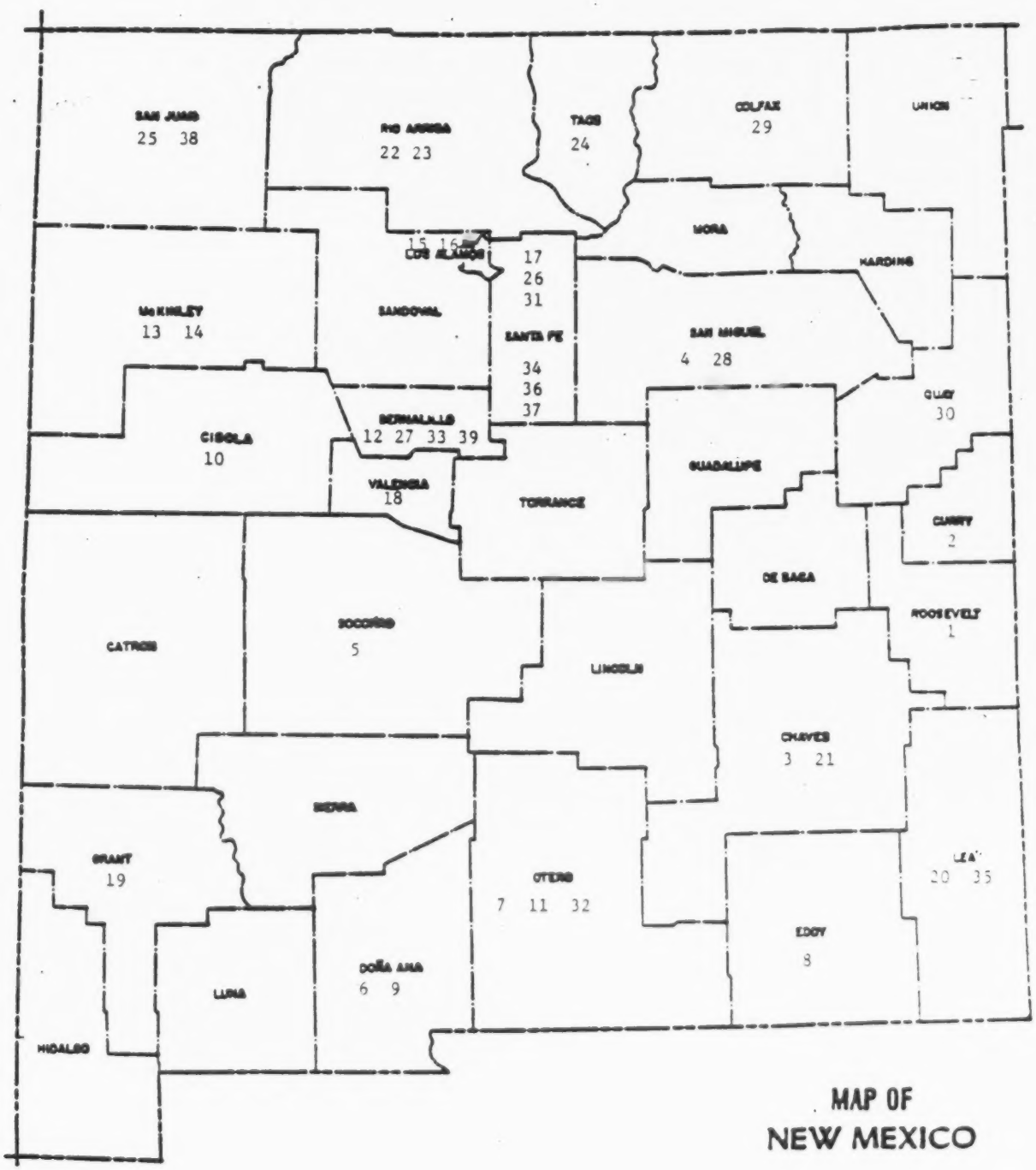
PRIVATE COLLEGES:

33. College of Santa Fe - Albuquerque
34. College of Santa Fe - Santa Fe
35. College of the Southwest
36. St. John's College

NATIVE AMERICAN INSTITUTIONS:

37. Institute of American Indian Arts
38. Navajo Community College
39. Southwestern Indian Polytechnic Institute

MAP OF NM COLLEGES, UNIVERSITIES AND SPECIAL SCHOOLS



MAP OF
NEW MEXICO